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ABSTRACT

Problems of unemployed youth are presented in the context of urban development in nine American cities: Atlanta, Chicago, Cleveland, Kansas City, Los Angeles, New Orleans, New York, San Francisco, and Washington, D.C. The migration during the 1950's of the urban white population to the suburbs initiated a significant change in the economic and demographic structure of the American city. Simultaneously substantial numbers of nonwhites, mostly Negroes from the South, were migrating to the inner city in search of job opportunities and high wages. However, traditional job opportunities in urban manufacturing were decreasing. For example, manufacturing employment in New York City declined by 18 percent between 1953 and 1965, compared with a gain of 7 percent for its suburban counties. Also, between 1960 and 1965, the inner city Negro teenage population increased by over 50 percent. Within this setting of industrial and demographic change, vocational education and employment are examined with particular reference for minority youth and for requirements of manpower and training programs. Related reports on national trends and on profiles of the states are available as ED 029 112. (CH)

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VOCATIONAL TRAINING, EMPLOYMENT AND UNEMPLOYMENT.

Part Three--Profiles of Nine American Cities

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U.S. Department of Health, Education,
and Welfare
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Foreword

The numbers of unemployed nonwhite youth, particularly in urban ghetto areas, has been increasing each year. In 1968 one out of every four nonwhite teenagers was unemployed and in slum areas the unemployment was much higher. In the next decade the nonwhite teenage population is expected to grow rapidly, creating further pressures to meet the employment needs of larger numbers of nonwhite youth. The purpose of this report is to present problems of unemployed youth in the context of urban developments in nine American cities. The report is the third part of a series on vocational training, employment, and unemployment. Other sections deal with national trends and economic conditions in the States.

The compilation of data is the product of an interagency effort. I would like to acknowledge the invaluable assistance of the Office of Economic Opportunity, the Department of Labor, and the Census Bureau of the Department of Commerce. Special thanks go to Mr. John Teeple of the National Planning Association for providing us with urban economic and demographic projections and Mr. Samuel Burt of the W.E. Upjohn Institute for Unemployment Research for his careful review of this study. I appreciate the generosity of the vocational administrators responsible for programs in the nine cities for supplying us with information. The Model Cities proposals were used as basic sources for data on economic and educational needs.

This study was prepared by Dr. Margot Louria assisted by staff members of the Office of Programs for the Disadvantaged. The findings and interpretations of these data are the responsibility of the Office of Programs for the Disadvantaged.

Regina Goff
Assistant Commissioner
Office of Programs for the
Disadvantaged

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

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INTRODUCTION

Marked changes are occurring in the economic and demographic structure of the American city. The most striking development during the 1950's was the exodus of the white population to the suburbs and the substantial in-migration of nonwhites to the central core of the city. Although migration to urban areas has declined in the 1960's, there is a continuing influx of rural peoples to the cities, mostly Negroes from the South, who are attracted by job opportunities and high wages.

Urban areas are in different stages of population growth. Older cities in Northeast, Middle Atlantic, and Great Lakes regions that started the process of urbanization relatively early, are now reaching their population potential. The recently developed cities located in the Southeast and West Coast, are projected to grow rapidly in the next decade.

There are also far-reaching changes in both the location and type of jobs within the urban complex. Urban employment is decentralizing, with new jobs opening up at a much more rapid rate outside the central city than within it. Manufacturing, traditionally the field which absorbs large numbers of unskilled and semiskilled laborers, is declining. Manufacturing employment for New York City, for example, declined by 18 percent between 1953 and 1965 compared with a gain of 7 percent for its suburban counties. Between 1960 and 1966, New York City lost 80,000 manufacturing jobs; it is predicted that the City will lose an additional 48,000 by 1970, according to a study by the City Planning Commission.

In manpower and national goals, the United States has been moving from a goods-producing to a service economy. These changes along with the exodus of manufacturing plants from the crowded urban centers, have significant implications for the inner city. The locally taxable property has devaluated in wealth. Fewer jobs in manufacturing and related fields remain in the urban core.

The dual forces of technological change and metropolitan employment shifts are having profound effects on the residents of the inner city, particularly nonwhite youth. The gravity of the problem is compounded by the very rapid growth rate of the nonwhite population. The Negro teenage population in the central cities increased by over 50 percent between 1960 and 1965.

It is within this setting of industrial change in metropolitan America that we shall examine vocational education and employment, particularly for minority youth and determine the requirements for manpower and training programs. It is hoped that these profiles on nine American cities will provide useful information on vocational training. The report on profiles of the States is the third section of a three-part study on Vocational Training, Employment, and Unemployment. The first part concerned national trends and the second, profiles of the States.

GROWTH RATES IN POPULATION AND EMPLOYMENT

In the nine cities selected for study there is wide variation in the rate of population growth and shift within nonagricultural employment. Determinants of urban growth are the natural increase of the population and net migration. The rate of natural increase is higher in cities than in rural areas as rural-to-urban migration has left an older population in rural America. Yet, in several of the nine cities (San Francisco, Cleveland, New York) the birth rate is leveling off or declining. Migration into the cities while past its peak is expected to continue during the next decade. The rate of urban migration is primarily determined by the availability of jobs. Metropolitan areas which can provide jobs are likely to grow rapidly, particularly if they are located in regions having a large rural population since they are in an advantageous position to absorb the rural-to-urban shift. But the pace of a region's overall growth is also determined by interurban migration. Not only are people leaving rural areas for the cities, but one metropolitan area for another. Interurban migration is responsive to opportunity, further affecting the differential growth rate among the cities. Net migration has an effect different from that of natural increase. A time lag in the demand for housing, education, and services occurs in the population growth by natural increase. In contrast, migrants and their families impose an immediate demand on their new environment for work, housing, and other services.

In general, metropolitan areas increasing in population have high growth rates in employment. In fast growing cities (with the exception of Washington, D.C.) manufacturing serves as the source of employment generating job opportunities in other occupations. Where a strong growth potential in manufacturing industries is evident in rapidly growing urban areas, it is usually accompanied by a broad economic base which, in turn, supports and assists manufacturing growth. Cities that are relatively new to urbanization and increasing in population are expected to have high proportions of total employment in manufacturing (Los Angeles and Atlanta). These rapidly growing cities benefit from migration resulting in the expansion of local markets for goods and services. Other spillovers in the rapid growth of cities concern greater needs for manpower in contract construction.

Cities facing a moderate growth or decline in manufacturing depend on a diversified industrial mix to offset losses in manufacturing employment. Urban areas which serve as transportation hubs generate employment in public utilities, communications, and other related fields with spillovers in retail and wholesale trade. A new development for the metropolis is the rise in tourist activities which promote the city as vacation sites. With the spread of air travel, longer vacations, and rising incomes, metropolitan areas are becoming tourist attractions, resulting in a high proportion of employment in transportation and service occupations.

Urban areas with declining bases in manufacturing that lack a diversified industrial mix will probably have higher rates of unemployment, and be net out-migrating areas. Cities such as Cleveland, Detroit, and Milwaukee that have specialized in certain manufacturing industries are vulnerable to locational shifts and need to find employment alternatives for their populations.

The nine urban areas can be grouped into three categories for purposes of differentiating population and employment growth rates and industrial change. [1/]

1. Fast growing cities include Los Angeles, Washington, D.C., Atlanta, and New Orleans, as seen from their rates of population and employment growth.

Average Annual Rate of Growth, 1962-75

Metropolitan Areas	Employment	Population	Net increase in population, 1960-66
Atlanta	2.9	3.0	23.7
Los Angeles	3.2	2.4	12.4
New Orleans	2.5	2.3	15.0
Washington, D.C.	2.1	1.9	26.7

In Atlanta and Los Angeles manufacturing is the leading industry and is projected to grow at the following rate:

Proportion of Employees in Manufacturing

	Percent from nonagricultural payrolls, April 1968	1975 Projection	Average annual rate of change 1962-75
Atlanta	21.0	20.2	2.6
Los Angeles	31.8	28.7	3.6

Unemployment differs among the four metropolitan areas. Washington, D.C. and Atlanta have relatively low unemployment rates. In Washington, D.C. employment is heavily concentrated in government and other service-producing industries, where unemployment rates are traditionally low. Los Angeles and New Orleans have high unemployment--despite above-average employment growth. Unemployment in these two urban areas can be attributed to the high rate of in-migration. Workers who are attracted to these areas do not always have a specific employment in mind; instead, they move and look for work after they arrive.

[1/] Data on average annual rate of growth are from the National Planning Association, Economic and Demographic Projections for 224 Metropolitan Areas, Report No. 67-R-1.

2. Moderately growing cities with diversified nonagricultural employment include Chicago, Kansas City, and San Francisco.

Average Annual Rate of Growth, 1962-75

Metropolitan Areas	Employment	Population	Net increase in population, 1960-66
Chicago	1.5	1.7	8.2
Kansas City	1.4	1.3	10.7
San Francisco	2.5	1.5	11.7

In these cities manufacturing is still a strong contender but is balanced by employment in other sectors. Economic projections for Chicago indicate that manufacturing will continue to predominate but at a lower level.

Percent of Employees on
Nonagricultural Payrolls, April 1968

	Manufacturing	Wholesale and retail trade	Services	Government
Chicago	32.7	22.4	16.5	11.6
Kansas City	26.3	24.1	14.7	13.7
San Francisco	16.1	21.3	16.8	22.7

Again, there are disparities in unemployment rates. In 1967 San Francisco-Oakland area had a high rate of unemployed youth between 16 and 19 years, averaging 19.6. In Chicago the rate was 12.9. Kansas City's overall unemployment rate was 3.7 as of November 1968.

3. Cities with slow growth rates in population and employment in manufacturing are Cleveland and New York.

Average Annual Rate of Growth, 1962-75

Metropolitan Areas	Employment	Population	Net increase in population, 1960-66
Cleveland	1.6	1.2	5.0
New York	1.5	1.0	6.7

The metropolitan areas with the lowest rates of employment growth since 1960 are generally located in the Northeastern section of the United States, reflecting the Westward movement of industry. In Cleveland and New York the largest number of employees on nonagricultural payrolls in April 1968 was still in manufacturing. The share for Cleveland was 37.3 and New York City, 22.6. In these cities manufacturing is not expected to grow. The annual average rate of change (1962-1975) is 0.9 for Cleveland and 1.2 for New York. Both urban areas are having unemployment problems in the inner city and are experiencing employment shifts to the outer fringes of the metropolitan area. Nonwhite unemployment in the ghetto areas is running high.

DECENTRALIZATION OF JOBS

To complicate the changes occuring in the distribution of employment, major geographical shifts are taking place in the location of jobs in metropolitan areas. Employment opportunities are decentralizing, with new jobs opening up at a much faster rate outside the central city than within it. Firms are moving out of downtown areas to the outskirts of the city. This is especially true of manufacturing, retail and wholesale trade, insurance companies, banks and public utilities.

The relocation of jobs is more marked in the Northeast where the central cities are older and the movement to the suburbs has been going on for several decades. These cities are frequently characterized by narrow streets, congested traffic, obsolete buildings and rapidly deteriorating neighborhoods with high density populations. The out-migration of jobs reflects the increase of business and employment in the suburbs where population growth is greatest. Payroll employment in all occupations has increased in the outlying sections compared to the central cities of metropolitan areas. Retail store sales, for example, have soared in the suburbs. The chart on the following page shows the pattern in seven cities.

Percent Change in Payroll Employment in Seven SMSA's and Their Ring, by Industry Group, 1959-65 2/

Standard Metropolitan Statistical Area	All industries		Manufacturing		Trade			
					Retail		Wholesale	
	Total SMSA	Ring	Total SMSA	Ring	Total SMSA	Ring	Total SMSA	Ring
Atlanta	32	51	21	39	26	58	38	138
Chicago	10	34	6	27	16	47	9	60
Cleveland	10	36	3	34	14	35	5	9
New Orleans	24	54	26	12	14	77	-1	17
New York	9	37	1	15	11	40	4	66
San Francisco	19	27	6	13	25	37	10	29
Washington	34	61	34	75	28	58	24	57

	Construction		Transportation and public utilities		Finance, insurance, and real estate		Services	
Atlanta	67	80	35	130	44	88	37	81
Chicago	5	6	less .5	11	10	30	24	60
Cleveland	18	10	16	33	20	29	27	71
New Orleans	53	151	20	48	18	125	34	73
New York	4	24	20	19	7	51	26	58
San Francisco	19	19	12	21	31	35	36	50
Washington	43	59	10	13	47	106	47	78

2/ Excludes government workers and the self-employed. Employment in the ring is estimated from employment outside of the county in which the central city is located. The central city and county were coterminous in both years for New Orleans, New York, and Washington. Kansas City was not included and for Los Angeles data on the central city-county do not permit close enough approximation with the city proper.

Source: Dorothy K. Newman, "Decentralization of Jobs," Monthly Labor Review, May 1967

A great many of the new job openings in the suburbs call for subprofessional, clerical, sales, or semiskilled workers to be employed in plants, stores, warehouses, hospitals, and banks. These are the kinds of jobs that could be filled by the unemployed and underemployed who live in central cities. But these jobs are not easily accessible to unemployed or underemployed city dwellers. Getting to a suburban job imposes a greater burden on central city inhabitants than on the suburban commuter to the city. Central city residents use public transportation, spend more money and time to reach suburban jobs than those commuting into the city. For workers with jobs at a great distance from home or beyond bus or rapid transit lines, transportation is costly. According to estimates by the Traffic Commission of New York City, a worker in Harlem would have to pay $40 a month to commute by public transportation for a job in an aircraft plant in Farmingdale (Long Island), in a parts plant in Yonkers or Portchester (Westchester), or in a basic chemical plant or shipyard on Staten Island. 3/

The nature of urban employment has a kind of schizophrenic effect on the life of the city. Jobs in the central city require managerial and technical skills which the poorer and less educated residents lack. Suburbanites claim these higher income professional, technical, and managerial jobs commuting to the central cities on modern highways. Disadvantaged workers who cannot afford housing in the suburbs wrestle with faulty public transportation to reach their place of employment on the outskirts. A large number, however, are excluded from employment because of the inordinate amount of time required for commuting and cost of travel. In this flow of the labor force, to and from the city, lives barely touch one another except in a rush hour traffic jam.

3/ See Alvin Mickens, Manpower Perspectives for Urban Development, New York University Center for the Study of Unemployed Youth, 1967, p. 48.

NONWHITE YOUTH UNEMPLOYMENT

The Negro teenage population in cities rose 50 percent between 1960 and 1965, more than double the rise for the teenage population nationally. This rapid growth is expected to continue over the next ten years. The unprecedented increase in the number of Negro youth in urban areas is a potential source of social turbulence and unrest. Negro youth have high rates of unemployment. One of every four Negro youth in the labor force is unemployed--three times the white rate. In the urban ghetto area the rate is much higher. The Department of Labor has given a number of explanations for the persistently high unemployment rates among Negro teenagers. These include higher school dropout rates resulting in a search for full-time work at earlier ages; inadequate education while in school; high aspirations leading to a reluctance to accept low-paying, low-status jobs; and other, more complex factors.

Shifts in the location and nature of jobs do not favor nonwhite unemployed youth. Teenagers from poverty neighborhoods are at a disadvantage when competing for jobs because of lack of skills, educational deficiencies, discrimination, and transportation obstacles. Out-of-work high school dropouts are having difficulty in locating work as the economy is becoming more specialized and has little use for the labor of unskilled youth. The age for entry level jobs has been rising steadily. Few jobs are available for those under eighteen. Firms shy away from hiring workers under twenty. There is little expectation that teenagers will remain long on their first jobs. Out-of-school youth are more prone to change jobs or shop around for work compared to adults.

Information on employment for Negro youth and teenagers from the other minorities has serious defects. The schools maintain placement programs in liaison with the public employment service, but because of distrust of the establishment among Negro youths, job placements are insufficient. Private employment agencies, long experienced in the intricacies of job placement, are usually not interested in youth. Newspaper ads, an important source of information, tend to look for experienced personnel in specific occupations, technically trained personnel, or secretarial and clerical help. Most nonwhite work-seekers rely on friends or relatives in the hunt for jobs. Such informal methods are not always rewarding. In ghetto areas, neighbors and relatives might be jobless themselves or not informed, and potential employment now covers areas remote from the job-seekers' home.

In the central city, entry level jobs are becoming more confined to white collar employment, or service-oriented jobs. When Negroes and youth from other minority groups do not see members of their race in high level positions they are deterred from accepting low paid entry level work. Certain types of jobs in the service sector require "waiting on others" which Negro youth, particularly the more militant, now find repugnant and beneath them.

The high incidence of marginal employment and duration of joblessness, disproportionately borne by inner-city Negroes and Spanish-speaking minorities are not conducive to motivating nonwhite youth for either jobs or vocational training programs to upgrade skill levels. Unrest among nonwhite teenagers will continue until there is more evidence of participation by racial minorities in the power structure of urban life. The larger numbers of nonwhites in the central city population will certainly bring pressure for equal opportunity. Nonwhite youth involvement in the world of work presupposes a racially integrated urban society.

STATE AND LOCAL EMPLOYMENT

In all of the nine cities the greatest growth in employment is expected to be in State and local government.

Metropolitan Areas	Average Annual Rate of Increase (1962-75)
Atlanta	5.3
Chicago	4.2
Cleveland	4.0
Kansas City	4.0
Los Angeles	5.1
New Orleans	3.4
New York	3.1
San Francisco	4.7
Washington, D.C.	6.5

The need to improve the economic and social conditions of cities is the most significant pressure that is likely to cause future urban occupational growth. Federally aided activities, such as the model cities program, and manpower development and training programs, are expected to stimulate a demand for planning, administrative, and related professional and technical specialists. Occupations for which substantial growth was reported to be likely in the next 5-10 years are shown below. [4]

Accountants
Administrative assistants, professional
Budget analysts
Community organization specialists
Draftsmen
Engineering aides and technicians
Engineers
Management analysts
Mathematicians
Neighborhood service workers
Planning aides, technician level
Programers (computer)
Public health specialists
Public housing managers
Public relations workers
Recreation specialists, professional and technician levels
Statisticians
Systems analysts
Transportation planners
Urban demographers
Urban planners
Urban renewal specialists
Zoning and code investigators and inspectors

The rebuilding of slums and the building of parks and recreation facilities, will increase the need for planners, urban renewal specialists, zoning and housing code administrators, public housing managers, and recreation and park administrators. Programs designed to attack social problems such as racial tension, juvenile delinquency, and adult crime will require persons who are trained and have experience in social work, psychology, guidance, and counseling. City officials are beginning to take advantage of new tools of computer technology and management science. The use of these new tools is still in an early stage, but their growth and application to urban problems in the next decade are expected to be spectacular. There will be a great demand for systems analysts, operations researchers, economists, planners, management experts, and computer programers, who will play a strategic role in the new computer technology.

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[4] Gerard C. Smith, "Planning and Administrative Manpower for the Cities," Occupational Outlook Quarterly, Spring 1969, p. 17

The many new jobs in government will be for professional, administrative, and technical workers (PAT)--which represent about one-half of total State and local employment. The proportion of PAT in total State and local employment section is expected to increase. This does not mean that there is not a great deal of unskilled work to be done in public service. The 1966 Report of the National Commission of Technology, Automation and Economic Progress listed six different job categories which could produce 5,300,000 new jobs to be filled in order to bring public services up to satisfactory levels.

Field	Number of jobs (millions)
Medical institutions and health services	1.2
Education institutions	1.1
National beautification	1.3
Welfare and home care	0.7
Public protection	0.35
Urban renewal and sanitation	0.65

However, the entry level jobs of a unskilled nature are rapidly diminishing. Municipal government is increasing its use of modern equipment in activities that traditionally employed unskilled labor, general maintenance, street cleaning, street and road construction and administrative procedures.

The health service industry, for example, is a rapidly expanding field which encompasses different kinds of jobs requiring workers with a wide range of skills and aptitudes including those with limited educational backgrounds. Medicare and Medicaid as well as the wider coverage of the population by hospital insurance have accelerated the demand for health workers. Manpower needs in public health and hospitals are expected to rise by nearly 70 percent in the next decade. The field of geriatrics will expand as a larger number of our population is reaching an older age and will require medical assistance. Compared to other kinds of municipal employment, the health occupations offers more opportunities for low skilled employment. But most of the jobs are menial and turnover is high. Advancing up the skill and salary ladder is difficult in health services because of licensing regulations and professional training requirements. Workers without specific skill training are held back by educational qualifications for promotion. Innovations in health technology are making inroads on health manpower. Many new types of equipment and materials originally designed for use in homes, business premises, or institutions are being adopted in patient care facilities. Electronic computers and automated laboratory equipment are being introduced. Technological change is likely to reduce the need for unskilled labor and call for a larger number of personnel with specific skills. The changing employment structure in health services, like other fields, will affect the unskilled adversely, creating further difficulties of absorbing the poorly educated and poorly trained into the urban labor force.

VOCATIONAL TRAINING

The Vocational Education Act of 1963 provides training in major occupational fields in schools at secondary, post-secondary, and adult levels. The Act was amended in 1968 with the objective of improving and expanding vocational programs for the physically or mentally handicapped and academically and socioeconomically disadvantaged. The 1968 amendments authorize funds for exemplary programs and projects, consumer and homemaking education, cooperative vocational education programs, and curriculum development in vocational and technical education in addition to the expansion of on-going programs.

Organizations outside the school system have taken on educational functions because of the urgent need to train disadvantaged workers and to provide alternative educational arrangements for the high school drop-out. A host of new programs and approaches has sprung up, including the Job Corps, Neighborhood Youth Corps, New Careers, Operation Mainstream, and the Concentrated Employment Program. Experimental programs sponsored by private organizations such as Opportunities Industrialization Centers and JOBS NOW are finding solutions to the training need of unemployed youth and adults. In an intensified program aimed at the urban poor, business firms are pledging job openings and on-the-job training for thousands of hard-core unemployed workers. The National Alliance of Businessmen, in an effort known as Job Opportunities in the Business Sector (JOBS), is persuading employers in large cities to hire and train the hard-core jobless, particularly those who live in ghetto areas.

But neither the schools nor business organizations can succeed in assisting the disadvantaged without providing supportive services. In job training these services often include outreach for recruiting the disadvantaged, providing remedial and compensatory education and counseling services, eliminating traditional testing and other pre-employment screening-out practices, providing special training programs and new kinds of promotional ladders, and arranging for "buddies" and "job coaches" to help trainees adjust to the day-to-day requirements of the world of work. Other supportive services that may be needed are: 5/

1. Dental, medical care and eyeglasses
2. Welfare agencies
3. Clothing
4. Housing information
5. Day care and/or baby-sitting facilities
6. Loan funds for work-related emergencies
7. Psychiatric services, including therapy and case work
8. Immigration help
9. Transcript interpretation for foreign students
10. Citizenship information
11. Income tax filing and information

5/ Richard Greenfield, "Counseling and Supportive Services in Vocational Education for the Disadvantaged" a paper presented at the National Workshop on Vocational Education for the Disadvantaged on March 13, 1969.

12. Child adoption procedure
13. Medicaid, Medicare and Aid to Dependent Children information
14. Legal services
15. Transportation facilities

The cost of providing these services to the disadvantaged individual is extremely high. For most companies it is prohibitive in terms of a long-range continuing activity. A number of employers who have had experience with the hard-core unemployed indicate that the cost of training one person can range from $2,000 to $5,000 or more.

Of all supportive services, job-coaching is believed to have the greatest value. The job-coach concept and practicum were first developed on a large scale by the JOBS NOW project in Chicago. (For a description of JOBS NOW, see page 60). Essentially, the coach is an empathetic individual who assists hard-core trainees in adjusting to the work situation and helps employers understand the problems of disadvantaged workers.

Originally, JOBS NOW conceived the job-coach as a staff member similar in background and age to the participant. His function was to act as a sort of "Big Brother" or "Buddy" to the trainee during his first weeks of adjustment into the work force. In this function the coach was also perceived as relating to the trainee outside the work setting--that is, in his home and community environment. The coach was not originally perceived to be relating to company personnel on company premises. But the concept has since changed.

Because coaches have dealt directly with company personnel, business and industry has become more aware of the nature of the hard-core unemployed problem and more willing to become involved in it. With their greater involvement, so has the coach become more and more closely related to companies and their personnel and supervisory staffs. Now, coaching includes not only the "buddy" function to the participant (whether or not he is working), but it also includes continual contact with supervisory personnel. The coach functions as the liaison between the trainee and the work world, becoming the catalyst affecting trainee and company attitudes.

While vocational educators have cooperated with employers, school administrators have been less responsive in permitting employers to examine, evaluate, and become involved in the totality of the educational system. Employers' concern with preparing youth for jobs in offices and plants has been shown through their involvement with student work-study programs. Such programs at the high school level have made it possible for students to attend school and work on a part-time basis.

Many employers have now extended these programs, or have initiated new ones that are specially designed for disadvantaged youth. Some employers are becoming involved in a spontaneous effort of "adopting" a particular high school in their community in order to improve the total educational program. 6/

> "The employers arrange for their professional, technical, and supervisory staffs to serve as part-time teachers; provide in-service training to the school instructors; conduct demonstrations of new techniques, products, and equipment for the students; and hire the students on a part-time basis for work in their offices and plants. These "adopt-a-school" employers are interested in making the school more relevant to the world of work, in improving the educational program of the school, and in motivating young people to stay in high school and even go on to further education. The employer expects, that sooner or later, some of these students will become his employees."

School involvement with industry facilitates the transition from school to work. Without work experience youth, particularly the disadvantaged, are not likely to possess the attitudes nor skills required in work situations. School assignments differ from job duties. They are typically performed alone and competitively in contrast to the cooperative relationships intrinsic in the work environment. By requiring work experience as part of the educational curriculum, schools are contributing to the adjustment which employers expect and demand, as well as supporting the career development of their students.

6/ See Samuel M. Burt and Herbert E. Striner, Toward Greater Industry and Government Involvement in Manpower Development, The W.E. Upjohn Institute for Employment Research, 1968, p. 10.

RECOMMENDATIONS

Within the setting of demographic shifts between core city and outskirts and changes in industrial structure, manpower strategies should be directed towards how the urban labor force can be more effectively trained and more productively employed. Innovative education and skill programs are required for the continuous upgrading of the labor force to meet manpower needs for technically trained personnel. Schools are faced with the challenge of closing the gap between unskilled manpower, on the one hand, and technological advance, on the other. Free or low-cost urban educational and training opportunities for high school and college drop-outs should be expanded. Many youths, particularly in ghetto areas, have left high school without acquiring a diploma, and the pattern is likely to continue. There are numbers with varying degrees of educational achievement, who, as they mature, desire further education and training.

Recent years have witnessed the growth of area vocational-technical schools, skill centers, junior and community colleges, technical institutes, Opportunities Industrialization Centers, industry and union-operated programs, private trade schools, and armed services training programs designed to prepare youth and adults for employment in a minimal period of time. These manpower programs have accumulated a wealth of knowledge in developing new concepts and techniques for training the disadvantaged. Successes and failures of these projects should be made known to the schools in order that they may benefit from the experience of others and implement findings in their programs and services. Government and industry should make available to the schools manpower specialists experienced in the education and training of the disadvantaged.

The whole range of supportive services must be incorporated into vocational education programs including transportation to and from prospective jobs. The chain of services is rarely seen as a single system. The links tend to be the responsibility of different agencies. The cycle of education, training and employment should be interrelated with the schools assuming more responsibility. Federal funding of vocational education has been unrealistic. If the schools are to assume a more active role in training disadvantaged youth for employment, funding must be on a much larger scale.

Better feedback of tomorrow's jobs to local vocational administrators is needed including the number of students to be trained for them. Little information on long-run occupational outlook is available at local, State and regional levels. Federal agencies must find more effective ways of feeding advice and technical information into the local school system. In turn, vocational planners must tune in with the Department of Labor and other agencies for population, labor force projections, and manpower requirements for use in curriculum and facilities planning. Vocational educators should ask: Which training programs offer the promise of employment and which do not? Where can young jobseekers find work? What are the jobs of the future?

By 1975 State and local government manpower requirements will rise nearly 50 percent above the 1965 level. Most of the urban problems of our cities will have to be solved ultimately by municipal governments. Yet young people have not been as readily attracted to public service careers as to other types of employment. Cities will need all the help they can get, particularly a growing supply of trained manpower. Schools should provide more work-study experiences in the public sector in order to familiarize students with career opportunities.

The Federal Government must give direction and leadership regarding business involvement in school affairs. Such leadership is needed to bring employers and other community groups into a meaningful, working partnership with the schools. Industry must be involved to a greater degree in the planning and curriculum of vocational education programs. Schools in conjunction with industry need to explore a broader base of training opportunities rather than to prepare students for entry level jobs. The following are examples of cooperative arrangements between the schools and industry:

> In Detroit the Chrysler Corporation has adopted Northwestern High School. Through this affiliation students are offered work experience, job-application guidance, training and assistance in finding employment including career planning. The program has the support of the city's school administration and board of education.
>
> The Simon Gratz School in Philadelphia has initiated work programs in cooperation with medical laboratories, food markets, the Philadelphia Navy Yard, the garment industry and now the school is considering being adopted by Boeing-Vertol. During the three years of these work-study arrangements, the school has changed from having one of the Nation's highest dropout rates into an institution that is inspiring its students to continue their education in technical institutes or colleges after graduation. (See Saturday Review, May 17, 1969)
>
> The Atlanta Board of Education established the Industrial and Business Training Services to assist industry and business with their continual problems of upgrading personnel and providing a trained supply of new employees. Started in October 1965 under the name of In-Plant Training, the program has grown at a phenomenal rate. At the end of the 1966-67 school year 44 different companies were participating, 122 classes in 29 different fields were taught and a total of 1,931 students were enrolled. The school's coordinators consulted with companies in an effort to help them identify training needs. Any organization, private or public, that has as many as 15 employees who need training in a particular area can get assistance from the coordinators. Classes may be held at the company or at the school, either during the day or in the evening. (See page 33)

Cleveland had a distributive education program which permits students in their senior year to work part-time in the fields of retailing, advertising, wholesaling, display, etc. Being a cooperative program the students attend classes in retailing in the morning and are available for work in the afternoons, and evenings and on Saturday. Work assignments include major department stores, chain stores, variety stores, independent merchants, supermarkets, and utility companies. In the Service Station Programs students are working with all the major oil companies as well as Firestone and Goodrich. Requests for D. E. students from the Cleveland community far outnumber the present available enrollment. (See page 70)

SOURCES AND EXPLANATIONS

DEFINITIONS

SMSA is a county or group of contiguous counties which include one central city or more or "twin cities" with a combined population of at least 50,000. In New England, SMSA's consist of towns and cities instead of counties.

Poverty Area is based on a poverty index using five socio-economic characteristics: (1) percent of families with money incomes under $3,000 in 1959, (2) percent of children under 18 not living with both parents, (3) percent of persons 25 years and over with less than 8 years of school completed, (4) percent of unskilled males (laborers and service workers) in the employed civilian labor force, (5) percent of housing units dilapidated or lacking some or all plumbing facilities.

Poverty Level has been defined by the Social Security Administration. It takes into account family size, composition, and farm-nonfarm residence with the ceiling in 1959 set at $5,448 for a nonfarm family headed by a male with seven or more members having one related child under 18 years of age.

POPULATION

Current population components of change, and projections are taken from Population Estimates, Bureau of the Census, "Projections of the Population of Metropolitan Areas: 1975," Series P-25, No. 415, January 31, 1969 (Series I-B)

Central City population and projections (total and nonwhite) were provided by the National Center of Educational Statistics, U.S. Office of Education. In accordance with census procedure Mexican Americans, Spanish Americans, Latin Americans, and Puerto Ricans have been excluded from the nonwhite population. Projections of population should be considered only as general approximations.

EMPLOYMENT

Employees on nonagricultural payrolls is from Department of Labor, "Employment and Earnings and Monthly Report of the Labor Force," June 1968.

UNEMPLOYMENT

Department of Labor, "Area Trends in Employment and Unemployment," February 1969.

POPULATION AND EMPLOYMENT PROJECTIONS

Data are from the National Planning Association, Economic and Demographic Projections for 224 Metropolitan Areas, Report No. 67-R-1.

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ATLANTA, GEORGIA

Highlights

Atlanta is a rapidly growing city with a net increase of 23.7 percent in population, 1960-66. Atlanta is projected to grow much faster than other metropolitan areas. Its rapid growth is related to its position as a transportation, trade and financial center. Within the metropolitan area and Southeast region, Atlanta serves as the nucleus of finance and banking, education, trade and commerce, and culture.

In its National context Atlanta is a relatively new metropolitan area with the greatest growth occurring during the past twenty years. The Atlanta area is currently experiencing an increase of 40,000 additional people each year due to natural birth and in-migration. Many of the newcomers are from rural areas. A large portion of these in-migrants are poor, uneducated, and unskilled.

Atlanta, like other American cities, has a sizable nonwhite population living in the central city in Poverty Areas at incomes below poverty level.

Poverty Indices

Metropolitan Area	Number of Families		Percent in Poverty Areas	Percent Below Poverty Level
In Central City	120,464		47.0	24.2
Outside Central City	135,519		25.9	14.6
		Percent in Central City		
White Families	205,963	38.6	25.7	11.9
Nonwhite Families	50,020	81.9	77.4	48.4

Nearly half of Atlanta's central city population is nonwhite. By 1975, nonwhites are projected to be 58.3 percent of the total.

56 percent of persons 25 years and over in Atlanta did not complete high school. 6,000 adults in Atlanta have never been to school; another 27,000 never got beyond the fourth grade.

Of the 6,466 persons who were desirous of vocational training as reported in the total Atlanta Human Resources Survey, 4,461 have less than a high school education; 1,340 have grammar school education or less.

The unemployment level for the entire city is quite low, 2.6 percent. The Atlanta Human Resources Survey (conducted by the Georgia Department of Labor), however, showed that unemployment in the poverty area is high. In addition to unemployment, the major employment problems are low wages and underemployment.

According to Atlanta's Model Cities proposal, the problems of educating the next generation present a serious challenge, but the educational problems of the current adult population in the city's poverty areas seem almost irreversible. There were entire blocks of residents having no high school diploma. Absolute illiteracy was frequently found and barely minimal reading and writing abilities are common. These deficiencies are compensated for through occupational training in only a minority of cases. Education, then, can be seen as a key problem for the adults of this generation as well as those of the next.

In the poverty areas among the young, absenteeism from school runs high. Generally, there are three broad reasons: low income, negative or unenthusiastic attitudes toward education, and very poor communication between the residents and the schools. The effect of low income can be seen on those children who were at home in order to take care of the younger brothers and sisters while the mother worked. The child in old and worn out clothing who said he was ashamed to go to school, the children who had no money for school lunches, those who lacked funds for transportation, and the youths who were working to supplement family income all indicate the direct influence of poverty on educational attainment.

Some of these children might have been in school despite these problems if it were not for the attitudes of parents, the children themselves, and apparently even some teachers. Many parents in slum and poverty areas show little real awareness of how very important education is today, but some of the parents expressed complete ignorance about educational needs and no interest in whether the child went to school. This attitude is reflected in their children. Many could see little purpose in going to school and expressed their belief that the teachers did not want them there, anyway. Perhaps the most striking aspect of this situation is the serious absence of communication and understanding between the schools and a sizable portion of the poverty area residents.

Only a minority of parents are actively concerned and involved in the school program. Education is seen by the majority as the total responsibility of the school and not a shared responsibility. Participation in PTA or parents groups is limited in most schools in poverty areas. A wide gulf exists between principals, teachers, and parents which needs to be bridged.

Other educational problems are overcrowded school facilities, the unavailability of school lunches and breakfasts, poor transportation to and from schools. The latter affects high school youths, since high schools are not conveniently located to much of the area. Handicapped children, too, who must travel to schools outside their neighborhood for special education services are in need of transportation. At present the schools provide no transportation.

Atlanta has many ongoing vocational training programs. Courses are offered on the secondary, post-secondary, and adult level. In view of Atlanta's expanding population, the urban area may require Federal assistance to insure that all have the opportunity for training and employment.

ATLANTA, GEORGIA

POPULATION

July 1966 (estimate for SMSA*)	1,258,000
Average annual percent increase, 1960-1965	3.5
Net increase, 1960-1966	
Number	241,000
Percent	23.7
Components of change, 1960-1966	
Births	165,000
Deaths	56,000
Net migration	132,000
Projections, 1975	1,561,000
Population increase, 1965-1975	345,000
Average annual percent increase, 1965-1975	2.5
Population for central city only	
1960	487,455
Estimated 1965	504,600
Projected 1970	523,000
Projected 1975	542,000

Nonwhite for central city only	Number	Percent of total
1960	186,820	38.3
Estimated 1965	238,900	47.3
Projected 1970	273,500	52.3
Projected 1975	316,000	58.3

POVERTY INDICES (1960 census)

1. By central city and surrounding area

	In central city	Outside central city
Number of families	120,464	135,519
Percent in Poverty Areas*	47.0	25.9
Percent below poverty level*	24.2	14.6

2. By race

	White families	Nonwhite families
Number	205,963	50,020
Percent in central city	38.6	81.9
Percent in Poverty Area	25.7	77.4
Percent below poverty level	11.9	48.8

Percent of nonwhite occupied rental housing substandard	50
Children in families below poverty level (central city and outside area)	
Under 6 years	44,535
6 to 17 years	62,876

For definitions, see page 20.

ATLANTA, GEORGIA

DROPOUTS (1960 census)

Persons 25 years and over	544,328
Number not completing high school	303,212
Percent not completing high school	56
Nonwhite 25 years and older	113,962
Number not completing high school	87,020
Percent not completing high school	80

EMPLOYMENT

Employees on nonagricultural payrolls by industrial division, April 1968

	Number (in thousands)	Percent
Mining	—	—
Contract construction	32.9	6.1
Manufacturing	114.2	21.0
Transportation and public utilities	53.1	9.8
Wholesale and retail trade	143.1	26.4
Finance, insurance, and real estate	37.9	7.0
Services	77.9	14.4
Government	83.6	15.4
Total	542.7	

UNEMPLOYMENT

Unemployment in Atlanta SMSA as of November 1968

Number	16,600
Rate	2.6

POPULATION AND EMPLOYMENT PROJECTIONS
(National Planning Association)

	Average annual rate of growth (%)	
	1950-62	1962-75
Employment	2.9	2.9
Population	4.0	3.0
Income	5.7	5.5
Per capita income	1.6	2.4

"In 1956 a county with 46,000 persons was added to the area definition, and in 1958 another county with 43,000 persons was added. This area is projected to grow much faster than the average of all U.S. metropolitan areas and also faster than its major market areas, which include the States of Georgia, Alabama, Tennessee, North Carolina and South Carolina. The rapid growth is related to Atlanta's role as a transportation, trade and financial center." (National Planning Association, Economic and Demographic Projections for 224 Metropolitan Areas - Report No. 67-R-1 p. 69)

Projections for 1975 Employment (in thousands)

	1962	1975	Average annual rate of change (1962-1975)
Industry			
Agriculture	3.9	2.3	-4.0
Mining	0.8	0.7	-1.0
Construction	28.1	44.6	3.6
Manufacturing	90.8	126.0	2.6
Transportation, communication and public utilities	38.4	44.5	1.1
Trade	121.9	176.3	2.9
Retail	74.5	102.8	2.5
Wholesale	47.4	73.5	3.4
Finance, insurance and real estate	31.8	52.2	3.9
Services	63.4	95.0	3.2
Government	52.1	85.8	3.9
Federal	17.9	18.7	0.3
State and local	34.2	67.1	5.3
Total civilian employment	431.3	627.3	2.9
Nonagricultural employment	427.4	625.0	3.0

ATLANTA AND FULTON COUNTY
VOCATIONAL-TECHNICAL AND ADULT EDUCATION

INTRODUCTION

This report of vocational-technical and adult education outlines some of the programs of the Atlanta and Fulton County Schools during 1966-67.

The need to prepare students for tomorrow's jobs requires that course offerings be continually reviewed and expanded. The over-all program pictured here represents many facets and kinds of programs ranging from high school to post-secondary and adult education offerings throughout the Atlanta area.

The report represents only a beginning. There is much remaining to be done. More programs, more teachers and more facilities are needed and are being secured. Along with the expansion, careful planning has insured that quality instruction in vocational-technical and adult education is being made available to students in the Atlanta and Fulton County schools.

POST-SECONDARY VOCATIONAL TRAINING

Atlanta Area Technical School (Hoke Smith Technical School) is an area vocational school which offers full-time day and part-time evening instruction in a variety of areas to residents of Atlanta and Fulton County.

Two types of courses are offered: preparatory courses to prepare one for entering a trade or business and extension courses to upgrade previously acquired skills for persons already employed in a job. The preparatory courses are generally full-time daytime courses and the extension courses, evening courses. The enrollment for 1966-67 was 842.

Vocational testing, guidance and counseling are offered to students and applicants by three counselors, Job placement service is provided for students.

Students must be sixteen years old or older to be eligible for courses. Most courses require a high school education; some require only tenth grade education. Students must pass an aptitude test to be eligible for trade and technical courses.

The school offers no basic education or remedial education courses for students. Many cannot qualify because of basic education deficiencies.

SECONDARY SCHOOL PROGRAMS, 1966-67

Trade and Industry

Carver Vocational School

Twelve occupational fields with an enrollment of 366

O'Keefe High School

One course in occupational drafting with an enrollment of 32.

Beginning in September 1968, a day-trade program at the Washington High School will begin with courses in ten different occupational areas in a new facility presently under construction. Similar programs will begin in other high schools when funds for building and equipment become available.

Diversified Cooperative Training

During 1966-67 there were eight high schools in Atlanta and Fulton County that participated in the Diversified Cooperative Training Program. The total enrollment was 229 students as compared with 168 students in 1965-66.

D.C.T. is a work-study program for students who are pursuing trade and industrial occupational objectives. These are the occupations that involve manufacturing, fabrication, installation, and servicing of manufactured products. These programs are open to students in the eleventh and twelfth grades and will permit them to complete all requirements of the high school curriculum plus two years of occupational experience with employers in the local community.

One period per day of classroom instruction is devoted to subjects directly related to the specific occupation as well as good occupational performance and citizenship.

The on-the-job experience consists of actual work practice with employers. In this manner, the entire industrial community becomes a training laboratory. It is obvious that the school system cannot duplicate the equipment and other facilities required for training in the many highly technical occupations that exist today.

All D.C.T. programs are organized into local chapters of the Vocational Industrial Clubs of America, better known as V.I.C.A. This is a national organization sponsoring leadership training in industrial occupations.

Distributive Education (High School Cooperative Program)

Distributive Education provides training in distributive, marketing and management occupations. The program is divided into two parts: classroom instruction and on-the-job training.

Training and experience are given under a cooperative agreement between the employer and school officials. This agreement insures that the training program is conducted in such a way that students will supplement their practical training with a program of related instruction. Students go to school part of the day and work for pay in local places of business as a learning experience the rest of the day under the direction of a training sponsor.

The total enrollment in the 1966-67 program was 459 with 15 programs and 15 full-time high school coordinators. New Distributive Education Departments were added to Headland High School (Fulton), Price High School (Atlanta), Sylvan Hills High School (Atlanta), and Washington High School (Atlanta). The High School Cooperative Program at Roosevelt High School was transferred to Grady High School.

Industrial Arts

Industrial Arts, as a form of general education, is the study of industry and technology; its materials, processes and methods of development and adaptation to an industrial technological society.

At present, within the Atlanta School System, Industrial Arts is predominantly shop, wood, and drawing oriented and is confined to the high school grades It is hoped that in the future, the student will discover a broader understanding of his relationship to communication, transportation and the study of manufacturing which will mean including not only material oriented laboratories, but also laboratories developed with an understanding of research and the study of equipment related to industry and the technological society. Also in the plans for the future is the inclusion of grades kindergarten through 12.

The estimated total number of students enrolled in 1966-67 was 7,500 with 25 high schools participating, which was an increase of one school over the previous year.

Home Economics

The Vocational Home Economics program in the Atlanta School System is divided into three areas, Occupational Home Economics with an enrollment of 98; Vocational Home Economics with 976 students enrolled and Regular High School Home Economics. The total enrollment of the entire program is approximately 7288 students with 76 instructors.

Child development laboratories at Howard, Price and Archer prepare students for employment as aides in day care centers, pediatric wards and pre-kindergarten programs. Students spend three hours a day in the laboratory working with three and four year old children. During the second year of the two-part program the students intern as teacher aides in day care centers or pre-school programs. While interning the students draw a minumum wage for the job assigned.

A cooperative child development program at Carver places students in selected day care centers for on-the-job training for a two year period. In all programs home economics teachers especially trained in the area of child development supervise the program.

Occupational Home Economics in the area of food service is offered at Archer, Roosevelt and Turner. These students spend one hour a day in related food service instruction, three hours in other academic subjects, and three hours on the job where they are supervised by the high school home economics instructors.

While these programs prepare for entry level jobs they also open the doors for further educational experiences. Many students go on to post high and college programs.

Occupational Home Economics, 1967-68

Food Service - Archer, Roosevelt, Turner (2 teachers)

Sept. Enrollment	111
April 1 Enrollment	94
Earnings Sept.-April	$63,370
Savings (67 Students)	$10,268

43 of 58 seniors can continue employment after graduation.

29 of 36 juniors will continue jobs during summer and next year.

Child Development - Archer, Carver*, Howard*, Price

Sept. Enrollment	68
April 1 Enrollment	61
Earnings Sept.-April	$15,217 (39 lab students)
Savings Sept.-April	$1,876 (22 students)

*Only 39 students assigned to wage earning jobs. Others are in laboratory assignments.

All students who wish employment will have it during summer through several projects. NYC - Work study and private employers.

During 1966-67 a pilot program in occupational home economics placed students on jobs utilizing home economics knowledge and skills. In three schools, teachers concentrating in the area of child care and food service worked with students for two class periods and spent the remainder of the time securing jobs for students and working cooperatively with employers in upgrading the job skills of the students.

Students worked a minimum of fifteen hours a week, drew a minimum wage for the type of employment in which they were engaged, and at the same time completed all courses requires for graduation. Child Care workers were placed in EOA Child Development Centers and were paid from funds authorized through that agency. Food Service workers were placed in private businesses.

In September 1966, Atlanta opened the first high school child development laboratory in the State. Thirty students, juniors and seniors, spent three hours a day working and observing in the laboratory to improve their understanding of and skill in working with children. Working on a rotating basis, students gained competency in planning, buying and preparing food for small children; supervising play; planning play activities and planning and supervising field trips.

During 1967-68 a second, and possibly a third, laboratory will be opened in a supplementary classroom (trailer-type) and will conduct a similar type of program.

Health Occupations

Health Occupation Education prepares high school students and adults for entry level employment in the health field. Occupational areas of training include practical nursing, dental assistant, dental laboratory technician and practical nursing extension. Whenever a health occupation program is offered, the student has a part of the educational program a clinical affiliation with local health agencies (hospitals, medical and dental offices). This experience is supervised by the school instructor to insure that the experience in the clinical area is educationally oriented.

In 1966-67 there were 243 students enrolled in 9 Health Occupation Extension classes in Practical Nursing. Six of these classes were evening extension classes at Hoke Smith Technical School with an enrollment of 194 students and three were day extension classes at Carver Vocational High School with 49 students enrolled.

The full-time preparatory classes held at Hoke Smith Technical School had a total enrollment of 86. There were 2 classes of Practical Nursing with 43 students, 2 classes of Dental Laboratory Technology with 30 students, and 1 class of Dental Assisting with 13 students enrolled.

Vocational Office Training

Each year dramatic changes are made in the tasks assigned to office employees by Atlanta companies--the rate of change is accelerating. The intensive V.O.T. program provides in-depth, up-to-date, quality business training to students of the Atlanta Schools. The students who elect an intensive program will have an opportunity to develop the skills, knowledge, attitudes and personal habits currently required of them by Atlanta employers.

During the school year 1966-67 there were 11 Atlanta Vocational Office Training (V.O.T.) Programs. The total enrollment was 283 and the total earnings for the year were $258,200. Two new programs were added during the year at East Atlanta and West Fulton High Schools. The high schools that continued with V.O.T. programs were Bass High, Brown High, Fulton High, O'Keefe High, Price High, Roosevelt High, Southwest High, Therrell High and Washington High.

In addition to these programs, Archer, Dykes, Howard and Turner High Schools have been approved to initiate V.O.T. programs for 1967-68. This will give a total of 15 V.O.T. programs in the Atlanta and Fulton County School Systems.

Industrial and Business Training Services

The Industrial and Business Training Services was established by the Atlanta Board of Education to assist industry and business with their continual problems of up-grading or retaining their personnel-training to combat technical obsolescence and provide a continual supply of personnel capable of assuming greater responsibilities.

The philosophy of the program is based on the premise that industry plus training equals profit. Profit measured in terms of up-graded and up-dated job knowledge and skills for the participating student-employee, in terms of additional trained manpower and more dollars for industry, and in terms of overall economic growth and social stability for our growing Atlanta community.

Started in October 1965, under the name of In-Plant Training, this program has grown at a phenomenal rate. At the end of the 1966-67 school year, 44 different companies were participating, 122 classes in 29 different areas were taught and a total of 1,931 students were enrolled, which was an increase of 31% over last year. More than 3,400 student employees have graduated from the short-term courses during the two-year period.

This year the number of courses offered increased 16% over 1965-1966. Employees of industry and business were offered courses of instruction in trade, technical, business and supervisory development training. The school's coordinators of Industrial Training consulted with companies in an effort to help them identify their training needs. The coordinators also assisted them in developing training courses, securing qualified teachers, and administering the class to assure quality results.

Any organization, private or public, that has as many as 15 employees who need training in a particular area can get assistance from our coordinators. Classes may be held at the company or at the school, either during the day or in the evening.

A series of Supervisory Development Courses are offered at the school on a regular basis for companies who do not have enough supervisory personnel for a company course or who wish their personnel to gain broader visions by being exposed to the thinking and experience of supervisors from other companies and endeavors.

There is no cost to companies for the services of the coordinators or the instructors. There is a modest registration fee charged to the students to pay for the instructional supplies and incidentals. These charges are determined by the length of the course. The only additional cost would be for any required textbooks and personal items.

The department's coordinators are men with many years of industrial training experience, coupled with professional training in how to organize and administer an effective business or industrial-oriented training program.

TALLY OF COMPANIES, CLASSES AND STUDENTS PARTICIPATING IN INDUSTRIAL AND BUSINESS TRAINING SERVICES

Trade

Companies - 17
Classes - 58
Students - 731

Technical

Companies - 1
Classes - 3
Students - 23

Business Education

Companies - 3
Classes - 11
Students - 168

Supervisory Development Training

Companies - 31
Classes - 50
Students - 1009

TOTAL COMPANIES: 52
TOTAL DIFFERENT COMPANIES: 44
TOTAL DIFFERENT AREAS OF TRAINING: 29
TOTAL CLASSES: 122
TOTAL STUDENTS: 1931

ADULT VOCATIONAL PROGRAMS

Adult Distributive Education

The adult program is divided into four areas:

I. O'Keefe Evening School Program with satellites at Fairburn High school and Dykes High School. Total Enrollment 4,979.

II. Company Training Programs at Western Electric, two classes with a total enrollment of 60; Delta Airlines, Inc., two classes with a total enrollment of 62; Southern Railway, four classes with a total enrollment of 26; Greyhound Bus Lines, 3 classes with a total enrollment of 39 and Brown Transportation Corp., 1 class with a total enrollment of 30 students.

III. Community Service Programs

SRA-Land use Clinic - April 19 - total enrollment 220.
EOA & SBA - Price Neighborhood Center, 3 classes, 59 enrolled;
East Central Neighborhood Center, 1 class, 15 enrolled.
Federal Executive Board - Human Relations Services - jointly for the second year with the Industrial and Business Training Services at the Georgia Tech Coliseum, 1,982 registered.

IV. Food Services teaching a total of 219 courses with an enrollment for the year of 1,604.

During 1966-67 an Advisory Committee for Transportation was organized with members representing twelve major local, state and national associations. The committee assisted in setting up 10 courses which were offered in the transportation program. The goal for 1967-1968 is to have 25 classes.

In July, 1966, the Atlanta Retail Merchants' Association, Education Committee, showed interest in starting a Retail Institute. The plans are to offer from 25 to 100 different courses in Retailing.

An overall general advisory committee and a craft advisory committee for each program will participate in conducting the overall program.

The Adult Distributive Education program had a total of 68 instructors who are proficient in the subject area in which they teach. In-Service-Training was conducted in three Teacher-Trainer Workshops for O'Keefe Evening School Instructors by H.R. Cheshire, D.E. Teacher-Trainer from the University of Georgia.

Greater participation in Adult Distributive Education was the trend in the 1967-1967 school year. The total enrollment for the year was 6,583. This was an increase of approximately 1,470 or 29% over 1965-1966. The number of course offerings increased from 19 in 1965 to 90 or 474% in 1967.

The following courses were offered for the first time in 1966-1967:

Advertising Copywriting
Commercial Lettering & Design
Hotel-Motel Accounting
Hotel-Motel Law
Property & Casualty Insurance
Insurance for Realtors
Business Economics
Sales Management
Labor Standards & Wage-Hour Laws
Business Statistics
Financial Management
Real Estate Selling (Salesmanship)
R. E. Management II
Air Freight & Tariffs II
Freight Rates & Tariffs II
ICC Laws, Rules, & Regulations
Rail Freight & TOFC
Transportation & Traffic Management
Marketing Management

Projected for 1967-1968 will be an increase in all programs offered plus three new programs involving 60-100 additional courses to round out a complete Marketing and Distribution Program.

Home Economics

The Atlanta Adult Home Economics Program serves the women in the Metropolitan area as well as outlying communities. The primary purpose is to help homemakers with improving their use of time, money and energy in handling the many and varied jobs connected with managing a home. In addition to this function of the program there have been several classes developed to prepare women for a part-time or full-time job in or away from their homes.

During 1966-67 there was a slight decrease in the total number of classes and students, but with the opening of the Adult Home Economics Center in 1967 there should be a sizeable increase because of the central location at Clark Howell School and improved transportation services and parking facilities.

During the year there was a total of 319 classes with 4,995 students enrolled. These classes included Cake Decorating, Clothing Construction, Creative Ceramics, Crewel Embroidery, De'coupage, Draperies and Lampshade Construction, Fashion and Personality in Dress, Flower Arrangements, Foods, Gift Wrapping, Hammered Copper, Home Decoration, Millinery, Re-upholstering, Slip-covering and Rug Hooking. Wage earning classes included Commercial Cake Decorating, Catering, Commercially-Decorated Easter Eggs, Custom Dressmaking and Alterations and Food Service Management. The wage earning classes prepare the women for gainful employment in or away from their homes. There were 7 of these classes with an enrollment of 102 students. These figures were included in the total number of classes and total enrollment for 1966-67.

Community classes were conducted in 16 different locations in the Atlanta area. The total number of community classes was 157 with an enrollment of 2422. This was an increase of 57 classes and 866 students over 1965-66.

Child Day Care

During the 1966-67 school year 37 sections were taught in the area of child care, an increase of 85% over 1965-66, with a total enrollment of 676 students, an increase of 4%. Slightly over half of the enrollees in some areas were men, often the male partner where a husband and wife owned a day care center.

The curriculum was also broadened to meet the needs of various child care workers. For persons working with 3, 4, and 5 year olds a series of three units in the program was provided. Basic I covered the major areas involved in day care, including the principles of child development. It was designed to be followed by other courses. Basic II and Basic III were 30 hour courses designed to assist the child care worker in enhancing her role as a teacher.

A course entitled "The Child Under Three" was taught by a team, a child development specialist and a pediatric nurse.

Other courses offered were as follows: "The School Age Child in Day Care," "Special Problems for the Child in Day Care," and a course in homemade equipment which was extremely beneficial.

In cooperation with Price Neighborhood Center of E.O.A. a course entitled "Caring for Children in Your House" was offered. This course was attended by persons who were keeping or planning to care for children other than their own as a family day care service.

Extension Courses at Hoke Smith Technical School

Many extension type courses were conducted at Hoke Smith Technical School in the evening during 1966-1967. These were offered in the areas of Trade and Industry, with total enrollment of 1,599, Business Education, enrollment of 1,457, and Health Occupations and Apprenticeship. Extension classes are initiated when the demand is indicated by either industry or those seeking refresher or up-grading type training. A comparison of T & I classes taught and enrollment in 1966-1967 is made to 1965-1966.

Courses	Number of Classes		Enrollment	
	1965-66	1966-67	1965-66	1966-67
Commercial Baking T&I	2	4	29	58
Commercial Art T&I	2	3	25	60
Pressmanship T&I	2	3	50	54
Litho Camera T&I	2	4	18	57
Blueprint Reading T&I	2	5	68	95
Radio and TV T&I	-	10	-	152
Data Processing Tech	-	5	-	154
Computer Programming Tech	4	6	76	137
Electronics Tech	1	6	15	115
FCC Licensing T&I	-	3	-	44
Drafting T&I	-	3	-	80
Highway Technology Tech	3	5	65	92
Automotive T&I	4	5	71	100
Machine Shop T&I	-	4	-	71
Air Conditioning & Ref. T&I	3	4	53	109
Cosmetology T&I	-	3	-	73
Welding T&I	4	9	72	148
	29	82	542	1599

In the Business Education Department the total enrollment was 1,457 students. Details are on the following chart.

Courses	Number of Classes	Enrollment
Typing	27	619
Shorthand I	12	257
Card Punch	10	192
Accounting	3	95
Office Practice	2	88
Business Letter Writing	1	26
Office Machines	3	99
Office Procedures	3	64
Business Math I	1	17
	62	1457

MANPOWER DEVELOPMENT AND TRAINING

The Atlanta Public Schools through the Vocational-Technical Division had in operation three centers of training during the school year 1966-67 with a total enrollment of 669 students. Training was offered in 25 different occupational areas. The programs were designed to fill the vocational needs of unemployed and underemployed youth and adults. Due to entrance requirements set by Federal administrative policies, many students who would have been in institutional training were placed in on-the-job industrial settings; therefore, the total enrollment was reduced by 133.

The Manpower Training Center at 52 Fairlie Street had an enrollment of 310 students in 8 different programs. The Business Education Department used a new system of grouping students which was extremely successful. All Business Education students were enrolled in a general program for four weeks. At the end of the four week period, tests were given and the students were separated according to interest and ability into Stenography, Typing and Bookkeeping sections. Each group was given concentrated training in the specific area. This year MDTA, in connection with the Urban League, offered a clerical refresher course. The course was designed to provide instruction in modern office techniques to individuals who had at some earlier date taken courses in business. Three classes were conducted in Food Service, two classes in Food Preparation and two classes in Licensed Practical Nursing.

A total of 230 students were enrolled at the 551 Glenn Street Manpower Training Center. The training areas were Bricklaying, 4 sections with 53 trainees; Machine Tool, 2 sections with 54 trainees; Tool and Die, 2 sections with 37 trainees; Radio & TV, 1 section with 21 trainees and Welding, 3 sections with 65 trainees.

For the first time Atlanta had a NYC-MDTA Pilot Project at Clark Howell School. There were eight such projects in the United States. The purpose of the NYC-MDTA pilot project was to provide youth with necessary pre-vocational background and basic education skills needed to enter into specific occupational training or to be placed in related employment in a trainee type position. The trainees were high school dropouts between the ages of sixteen and twenty-one. The length of the project was 26 weeks and a total of 129 trainees were enrolled; of this enrollment 74 were female and 46 male. Each trainee received two hours of pre-vocational training and two hours of basic education per day. The program included 126 hours of Communication Skills, 126 hours of Arithmetic Skill and 252 hours of Pre-vocational Instruction. The Pre-vocational Instruction for the females included food service, clerical occupations, health occupations, industrial sewing and alteration, institutional housekeeping and duplicating.

The Pre-vocational Instruction for the males included construction trades, woodworking, metalworking, power mechanics, electronics and bricklaying. Some of the activities of the trainees included field trips, an Open House for State officials and the public and a luncheon for officials from interested and cooperating agencies, organizations and businesses attending. The pre-vocational food service laboratory provided trainee lunches for forty cents. This not only helped to meet the need of the trainee but provided practical experience for the trainee as well as an outlet for the food prepared.

APPRENTICESHIP TRAINING

The Atlanta Public Schools cooperate with the joint apprenticeship training committees of the various crafts in providing related training for apprentices. Through apprenticeship training an employee and employer join together for an educational relationship. Its objective is to help insure a continuing supply of skilled craftsmen needed to further the technical, social and economic standards of our society. The program consists of specific training on the job and related instruction in the classroom.

In the future, the need for skilled craftsmen will lead to an expansion of the apprentice training program. The rate with which apprentices are trained will directly affect the growth of our industrial society. During the 1966-67 school year there were 39 classes with an enrollment of 678 students. The apprenticeship program is listed below by craft, number of classes conducted and the number of students participating.

Courses Conducted

Craft	Classes	Enrollment
Electricians	9	132
Carpenters	3	40
Brick Masons	2	40
Sheet Metal Workers	6	118
Iron Workers	2	50
Elevator Construction	1	34
Plumbers	10	144
Painters	4	80
Lathers	2	40
	39	678

ATLANTA
MANPOWER DEVELOPMENT AND TRAINING PROGRAMS
Fiscal Year 1967

Nurse, Practical	Manpower Training Center	20 Trainees
Nurse, Practical	Manpower Training Center	20 Trainees
Clerk, General	Manpower Training Center	48 Trainees
Clerk, General Office	Manpower Training Center	48 Trainees
Radio and Television Servicemen	Manpower Training Center	20 Trainees
Welding	Manpower Training Center	40 Trainees
Nurse, General Duty	Georgia State College School	20 Trainees
Production Machine Operator	Atlanta Manpower Training Center	88 Trainees
MDTA Pilot Program	Pre-Occupational Training Center	80 Trainees
Nurse, Practical	Georgia State College	20 Trainees
Nurse, Practical	Hall County Hospital	20 Trainees
Nurse, General Duty	St. Joseph's Imfirmary	20 Trainees
Nurse, General Duty	Athens Area Voc. Tech. School	20 Trainees

On-The-Job-Training

Bricklaying	Manpower Training Center	80 Trainees
Multiple Occupations	Manpower Training Center	300 Trainees
Food Service Worker	Manpower Training Center	
Food Preparation Worker	Manpower Training Center	
Tool and Die Maker	Manpower Training Center	40 Trainees
Clerk, General	Manpower Training Center	100 Trainees

ATLANTA, GEORGIA
Concentrated Employment Programs
Fiscal Year 1967

	Funding
Manpower, Development and Training	$2,176,671
Neighborhood Youth Corps .	329,500
New Careers	628,890
Special Impact	951,100
Total	$4,086,161

CHICAGO, ILLINOIS

Highlights

Chicago's population is growing slowly. Its white population is decreasing; its nonwhite population is growing and is projected to be 37.8 percent of the total in the central city by 1975.

An important feature of population growth patterns in Chicago has been the enlarging urban non-white population, 97% of which are Negroes. Inmigration of this group from the rural South has slowed as the number of unskilled and semi-skilled jobs has decreased. The non-white population, which is presently about 1,000,000, is concentrated within Chicago, with little outward movement to the suburbs. Despite the decline in inmigration, The Comprehensive Plan of Chicago projects 1980 non-white population at 1,540,000, mainly a result of native births.

Like other American cities, Chicago has a number of families in Poverty Areas at incomes below poverty level.

Poverty Indices

Metropolitan Area	Number of Families	Percent in Central City	Percent in Poverty Areas	Percent Below Poverty Level
In Central City	909,204		26.5	12.0
Outside Central City	673,339		1.9	5.3
White Families	1,382,452	52.4	7.4	6.2
Nonwhite Families	200,091	92.3	75.7	29.3

Approximately one-third of the metropolitan work force is employed in manufacturing industries. The Chicago-Northwestern Indiana region has more than 14,000 factories that employ about 1,000,000 persons. Iron and steel production is the most important manufacturing component, with food products, machinery, fabricated metal products, chemicals, transportation equipment and petroleum products also being major contributors to the area's manufacturing output.

Economic projections as outlined in the Comprehensive Plan of Chicago indicate that manufacturing will continue to predominate the economic scene, but at somewhat lower levels than at present. Public policy seeks to stimulate growth in services (now 17.1% of the work force) because this area is relatively unaffected by technological change and therefore serves to provide an element of economic stability.

Lack of opportunity is a central feature of problems relating to jobs and income. In the years from 1955 to 1963, the Mid-Chicago Economic Development Area (Chicago's inner core) lost more than 70,000 jobs and 450 companies. Marketing changes, transportation developments, technological innovations, and the need for horizontal expansion acted together to remove a large proportion of job-providing industries from the city. Of jobs that have remained, an increasing number have higher requirements for education, training, and work experience of prospective employees.

In addition to the out-migration of job opportunities, employment opportunity in general has been further constricted by inflated requirements for education and experience (the criterion of a high school diploma where this is not directly related to required job skill levels but serves primarily to assure certain social qualifications).

The employment problems of many of Chicago's inner city people do not end with the loss of companies from nearby areas. The Chicago Plan survey indicates that only about forty percent of the unemployed are interested in job training. On the whole, of those who begin training, only 60 percent complete their courses. And of those who complete training, only 70 percent are successfully placed in jobs.

Fear of discrimination in employment situations, expectations of failure in employment, inabilities to cope with non-technical job requirements, long separations from jobs and work, encumbering social and family problems, economic inability to obtain jobs (related to distances and ability to commute), financial ability to dress appropriately, and concentrations of large numbers of people in the community who are unemployed or publicly dependent, all continue to reduce or distort the motivation and capability of many of these residents.

To meet Chicago's growing manpower needs, there is a variety of job training programs which include Manpower Development and Training, Concentrated Employment and JOBS NOW in addition to regular vocational education programs.

But the education and manpower programs in the inner city are not without program and policy gaps. These gaps are disclosed in a lack of coordination existing between (1) recruitment, (2) training, and (3) placement.

In order to raise the level of employment, a unity and coordination of outreach, counseling, training, supportive services, and placement are necessary. The use of either a single counselor who remains "with" the trainee throughout various phases of manpower training and personalized involvement through a follow-up phase, or coordination of the various elements of training into single programs are two approaches which may succeed in eliminating gaps which exist in current programming.

CHICAGO, ILLINOIS

POPULATION

July 1966 (estimate for SMSA*)	6,732,000
Average annual percent increase, 1960-1965	1.4
Net increase, 1960-1966	
Number	511,000
Percent	8.2
Components of change, 1960-1966	
Births	911,000
Deaths	398,000
Net migration	-2,000
Projections, 1975	7,574,000
Population increase, 1965-1975	885,000
Average annual percent increase, 1965-1975	1.3
Population for central city only	
1960	3,550,404
Estimated 1965	3,575,000
Projected 1970	3,600,000
Projected 1975	3,687,000

Nonwhite for central city only	Number	Percent of total
1960	837,656	23.5
Estimated 1965	1,005,000	28.1
Projected 1970	1,173,000	32.5
Projected 1975	1,357,000	36.8

POVERTY INDICES (1960 census)

1. By central city and surrounding area

	In central city	Outside central city
Number of families	909,204	673,339
Percent in Poverty Areas*	26.5	1.9
Percent below poverty level*	12.0	5.3

2. By race

	White families	Nonwhite families
Number	1,382,452	200,091
Percent in central city	52.4	92.3
Percent in Poverty Area	7.4	75.7
Percent below poverty level	6.2	29.3

Percent of nonwhite occupied rental housing substandard	33
Children in families below poverty level (central city and outside area)	
Under 6 years	132,240
6 to 17 years	161,670

For definitions, see page 20.

CHICAGO, ILLINOIS

DROPOUTS (1960 census)

Persons 25 years and over	3,607,516
Number not completing high school	2,090,086
Percent not completing high school	58
Nonwhite 25 years and older	466,038
Number not completing high school	321,104
Percent not completing high school	70

EMPLOYMENT

Employees on nonagricultural payrolls by industrial division, April 1968

	Number (in thousands)	Percent
Mining	5.7	.2
Contract construction	109.3	3.7
Manufacturing	955.8	32.7
Transportation and public utilities	207.2	7.1
Wholesale and retail trade	655.2	22.4
Finance, insurance, and real estate	170.1	5.8
Services	483.1	16.5
Government	339.7	11.6
Total	2926.1	

UNEMPLOYMENT

Unemployment in the Chicago SMSA as of November 1968

Number	82,000
Rate	2.5

Unemployment in the Chicago SMSA by age and sex, 1967 annual averages

	Men 20 and over	Women 20 and over	Both sexes 16-19
Estimated number	26,000	35,000	31,000
Rate	1.6	3.8	12.9

Unemployment in the central city, 1967 annual averages

	Total	Nonwhite
Number	64,000	33,000
Rate	4.3	8.2

CHICAGO, ILLINOIS

Chicago-N.W. Indiana SCA (Standard Consolidated Area)

POPULATION AND EMPLOYMENT PROJECTIONS
(National Planning Association)

	Average annual rate of growth (%)	
	1950-62	1962-75
Employment	0.9	1.5
Population	2.0	1.7
Income	2.8	4.0
Per capita income	0.8	2.2

"In spite of its relatively slow employment growth since 1957 this consolidated area has shown a rapid increase in population. We have slowed down the projected population growth to bring it more in balance with the projected employment increase which is expected to continue at a slower pace than the average of all U.S. metropolitan areas, which is characteristic of the very large metropolitan areas." (National Planning Association, Economic and Demographic Projections for 224 Metropolitan Areas - Report No. 67-R-1, p. 57)

	Projections for 1975 (in thousands)		Employment
	1962	1975	Average annual rate of change (1962-1975)
Industry			
Agriculture	20.3	15.9	-1.9
Mining	6.9	6.6	-0.3
Construction	143.1	191.6	2.3
Manufacturing	976.9	1090.8	0.9
Transportation, communication and public utilities	213.2	194.2	-0.7
Trade	683.5	790.5	1.1
Retail	464.8	544.8	1.2
Wholesale	218.7	245.7	0.9
Finance, insurance and real estate	175.4	231.3	2.2
Services	489.0	687.5	2.7
Government	261.6	400.6	3.3
Federal	71.3	74.5	0.3
State and local	190.3	326.1	4.2
Total civilian employment	2969.8	3609.0	1.5
Nonagricultural employment	2949.5	3593.1	1.5

CHICAGO
DEPARTMENT OF EDUCATION
VOCATIONAL EDUCATION PROGRAMS

FIELD	SECONDARY	POST-SECONDARY	ADULT		SPECIA
			PREPARATORY	SUPPLEMENTARY	NEEDS
Agriculture					
Agriculture Production	1				
Agriculture Products	3				
Ornamental Horticulture	18				
Ornamental Horticulture	5				1
Total	27				1
Distributive Occupations					
Advertising Services	16				3
Apparel & Accessories	160				
Automotive & Petro.	64				3
Auto. & Petro.					298
Finance & Credit	10				
Food Distribution	179				4
Food Services	61				6
Foreign Trade	1				
General Merchandise	638				192
General Merchandise					19
Hardware Building Matl.	26				
Home Furnishings	4				
Hotel & Lodging	1				
Insurance	8				
Management General	1				1
Marketing General	3				127
Marketing General			45		476
Mid-Management	11				
Retailing Gen. Nec.	55				24
Retailing Gen. Nec.	40				
Transportation	2				
Wholesaling Gen. Nec.	1				
Other Inst. Program	1				
Total	1,282		45		1,153

FIELD	SECONDARY	POST-SECONDARY	ADULT		SPECIAL
			PREPARATORY	SUPPLEMENTARY	NEEDS
Health Occupations					
Dental Assistant	1				
Dental Lab. Technician	7				
Medical Lab. Assist.	2				1
Practical Nurse	142	359	103		1
Practical Nurse					
Nurses Aide	51				16
Hosp. Food Serv. Sup.	3				11
Surgical Technician					2
Occup. Therapy Assist.	1				
Total	207	359	103		31
Home Economics					
Comprehensive Home-making	1,107				
Child Development	67				
Clothing & Textile	2,355			972	
Family Relations	278				
Foods & Nutrition	2,326				
Home Management	1,289				
Home Management				11	
Care & Child Guidance	17				1
Clothing Mng. Prod.	2				
Food Mng. Prod. & Se.	37				27
Instit. & Home Mng.	13				2
	7,491			983	30
Office					
Account & Comput.	39				
Account & Comput.	66		613		
Account .& Comput.				221	
Bus. Data Processing	38				4
Bus. Data Processing	402		294		
Bus. Data Processing				99	
Filing Office Machine	225				102
Filing Office Machine	1264		816		
Filing Office Machine				36	
Inform. Commun.	9				59
Inform. Comm.			49		
Materials Support	19				

FIELD	SECONDARY	POST-SECONDARY	ADULT PREPARATORY	SUPPLEMENTARY	SPECIAL NEEDS
Materials Support			49		
Personnel Training	3				
Steno. & Secretarial	93				
Steno. & Secretarial	1,346		1,001	271	221
Steno. & Secretarial				337	
Super. & Admin. Mng.			25		
Typing & Related	140				1
Typing & Related	539		1,441	28	
Typing & Related				565	
Miscell. Office	28				13
Miscell. Office			17		
Total	4,211		4,305	1,557	400
Technical					
Electronics Tech.		15			
Chemical Tech.	1				
Total	1	15			
Trades & Industry					
Air-Condit-Cooling	1				
Air-Condit-Heating				43	
Air-Condit-Other	1				
Air-Condit-Other				67	
Appliance Repair	3				
Auto-Motive-Gen.					1
Auto-Body & Fender	7				
Auto-Body & Fender	98		38		
Auto-Body & Fender				36	
Auto-Mechanics	22				12
Auto-Mechanics	406		213		27
Auto-Specialization					3
Auto-Other	3				
Aviation-Craft. Mnt.	143		18		12
Aviation-Craft. Mnt.				15	
Aviation Craft. Mnt.				10	
Blueprint Reading				53	
Bus. Machine Maint.	8				
Commercial Art Occup.	4				
Commercial Art Occup.	93				
Commercial Photo.	1				
Constr. & Maint.-Gen.					15
Constr. & Maint. Gen.				69	
Carpentry	1				
Carpentry				30	
Carpentry				354	

FIELD	SECONDARY	POST-SECONDARY	ADULT		SPECIAL
			PREPARATORY	SUPPLEMENTARY	NEEDS
Electricity	1				
Electricity				39	
Electricity				14	
Heavy Equip-Const.				93	
Masonry	53		28		
Masonry				30	
Masonry				120	
Painting & Decor.	41		49		
Painting & Decor.				61	
Painting & Decor.				216	
Plumbing & Pipe Fit.	4				
Plumbing & Pipe Fit.	28		38		7
Plumbing & Pipe Fit.				216	
Plumbing & Pipe Fit.				420	
Other Const. & Mtn.	4				
Other Const. & Mtn.				92	
Other Const. & Mtn.				224	
Other Const. & Mtn.				4	
Custodial Services	2				25
Drafting Occup.	13				
Drafting Occup.	271		44		23
Drafting Occup.				12	
Indust. Electrician	1				
Indust. Electrician	138		18		99
Indust. Electrician				91	
Indust. Electrician				3	
Electric-Motor Rep.	2				
Electric-Motor Rep.	40				
Electric-Motor Rep.				59	
Electric-Other Occ.				16	
Electric-Other Occ.				732	
Electric-Other Occ.				88	
Electron-Occup. Gen.	166				
Electronic-Communi.	3				
Electronic-Communi.	60		32		
Electronic-Communi.				25	
Electronic-Indust.	6				
Electronic-Indust.			123		13
Electronic-Indust.				6	
Electronic-Radio TV	12				
Electronic-Radio TV	47		73		
Electronic-Radio TV				90	
Electronic-Radio TV				16	
Electronic-Radio TV				1	

FIELD	SECONDARY	POST-SECONDARY	ADULT		SPECIAL NEEDS
			PREPARATORY	SUPPLEMENTARY	
Electronic-Other	3				
Electronic-Other				15	
Fabric Maint.-Gen.					5
Fabric-Drycleaning	4				
Fabric-Laundering					1
General Contin.					6,630
Graphic Arts Occup.	60				17
Graphic Arts Occup.	483		26		
Graphic Arts Occup.				56	
Graphic Arts Occup.				232	
Instruments Maint.	7				
Instruments Maint.				6	
Maritime Occup.					1
Metal Wkg. Occ.-Gen.	3				41
Metal Wkg.-Foundry	1				
Metal Wkg.-Foundry	18				
Metal Wkg.-Foundry				79	
Metal Wkg.-Mach. Shop	47				2
Metal Wkg.-Mach. Shop	349		51		4
Metal Wkg.-Mach. Shop				240	
Metal Wkg.-Mach. Shop				298	
Metal Wkg.-Mach. Shop				10	
Metal Wkg.-Mach. Oper.	24				13
Metal Wkg.-Sheet Metal	4				
Metal Wkg.-Sheet Metal	23		3		
Metal Wkg.-Sheet Metal				19	
Metal Wkg.-Sheet Metal				307	
Metal Wkg.-Sheet Metal				6	
Metal Wkg.-Comp. Trad.	2				1
Metal Wkg.-Welding	14				
Metal Wkg.-Welding	178		23		
Metal Wkg.-Welding				179	
Metal Wkg.-Welding				288	
Metal Wkg.-Welding				1	
Metal Wkg.-Other Occ.	5				
Metal Wkg-Other Occ.	23				
Metal Wkg.-Other Occ.				86	
Metal Wkg.-Other Occ.				847	
Metal Wkg.-Other Occ.				384	
Cosmetology	5				
Cosmetology	195		131		1
Plastics Occup.	5				
Plastics Occup.	52				
Public Service-Gen.					2
Law Enforce Trng.					2
Quant. Food Occ-Gen.					104

FIELD	SECONDARY	POST-SECONDARY	ADULT		SPECIAL
			PREPARATORY	SUPPLEMENTARY	NEEDS
Baker	1				
Baker			23		
Cook-Chef	8		97		
Cook-Chef					
Meat Cutter	5				
Meat Cutter				161	
Waiter-Waitress	1				23
Other Quant.Food Occ.	5				
Refrigeration	2				1
Refrigeration				168	
Refrigeration				13	
Refrigeration				20	
Stat. Engin. Occ.				80	
Other Stat. Engin. Occ.				241	
Other Stat. Engin. Occ.				21	
Textile Prod. & Fab.					4
Dressmaking	56		176		97
Dressmaking				48	
Tailoring	42		72		114
Tailoring				34	
Other Textile Prod.			80		
Other Textile Prod.				30	
Shoe Manuf. Repair					1
Shoe Manuf. Repair			6		
Upholstering					3
Upholstering	55				
Wood Wkg.-Mill Wk. Cab.	1				
Wood Wkg.,Mill Wk. Cab.	109		18		
Other Wood Wkg. Occup.	2				
Other Wood Wkg. Occup.	15		42		
Other Trade & Indust. Occup.					1
Total	3,490		1,422	7,214	7,305
Grand Total	16,709	374	5,875	9,754	8,919

Junior Colleges in Chicago

FIELD	SECONDARY	POST-SECONDARY	ADULT		SPECIAL NEEDS
			PREPARATORY	SUPPLEMENTARY	
Agriculture					
Ornamental Hortic.		14			
Health Occupations					
Histology Tech.		20			
Home Economics					
Care & Guid. Child		371			
Care & Guid.Child		75			
Care & Guid. Child				35	
Food Mng. Prod. & Se.				69	
Total		521		104	
Office					
Bus. Data Processing		787			
Bus. Data Processing				355	
Materials Support		22			
Total		809		355	
Technical					
Chemical Tech.		38			
Electronics Tech.		439			
Instrument Tech.		52			
Mechanical Tech.		144			
Mechanical Tech.				311	
Total		673		311	
Trade & Industry					
Public Service				612	
Health Occupations					
Nurses Aide	55				
Nurses Aide				203	
Hosp. Food Serv. Sup.				61	
Surgical Tech.	4				
Surgical Tech.			8		
Total	59		8	264	

FIELD	SECONDARY	POST-SECONDARY	ADULT		SPECIAL
			PREPARATORY	SUPPLEMENTARY	NEEDS
Home Economics					
Compr. Homemaking	168				
Office					
Filing & Office Mach.	2				
Filing & Office Mach.			17		
Trade & Industry					
Graphic Arts Occup.				8	
Instruments Maint.				49	
Total				57	

2

CHICAGO
MANPOWER DEVELOPMENT AND TRAINING PROGRAMS
Fiscal Year 1967

Basic Literacy State Board of Voc. Ed. & Rehab.	550 Trainees
Nurse, Practical Doolittle School	300 Trainees
Machinist Tool & Die Makers Westinghouse Area Voc. School	60 Trainees
Mutiple Occupations Chicago Board of Education	250 Trainees
Welder, Combination (Chicago Heights) Bloom Township High School	18 Trainees
Welder, Combination American Inst. of Engineering & Tech.	30 Trainees
Production Machine Operator Greer Technical Institute	30 Trainees
Salesperson, General Chicago Board of Ed. Transportation Bldg.	100 Trainees
Machine Setup Operator Allied Institute of Technology	45 Trainees
Automobile Mechanic Greer Technical Institute, Inc.	45 Trainees
Clerk Typist Chicago Bd. of Ed. Transportation Bldg.	90 Trainees
Stenographer Chicago Bd. of Ed. Transportation Bldg.	60 Trainees
Psychiatric Aide Chicago State Hospital	60 Trainees
Calculating Machine Operator Comptometer School	60 Trainees
Draftsman, Mechanical Allied Institute of Technology	30 Trainees
Automobile Body Repairman Washburne Trade School	45 Trainees
Patrolman Transportation Building	120 Trainees
Automobile Service Station Attendant	140 Trainees
Chassis Assembler Washburn Trade School	60 Trainees
Welder, Combination Washburne Trade School	60 Trainees
Electronic Technician Midway Technical Institute, Inc.	20 Trainees
Clerk-Typist Sears Roebuck YMCA Community Center	70 Trainees
Machine Set Up Operator Allied School of Mech. Trades, Inc.	45 Trainees
Machine Set Up Operator Washburne Trade School	90 Trainees

Chicago MDT Programs (Continued)

Multiple Occupations Bloom Township High School	17 Trainees
Production Machine Operator Bloom Township High School	17 Trainees
Welder, Combination Bloom Township High School	17 Trainees
Automobile Service Mechanic Bloom Township High School (Chicago Heights)	17 Trainees
Basic Education Bloom Township High School (Chicago Heights)	
Key Punch Operators Computer Schools, Inc.	60 Trainees
Hospital Ward Clerk Marion Business College, Inc.	30 Trainees

On-The-Job-Training

Multiple Occupations Midway Technical Institute, Inc.	560 Trainees
Marion Business College, Inc.	144 Trainees
Automobile Mechanic Import Motors of Chicago	440 Trainees
Coupled Basic Literacy Central YMCA High School	350 Trainees

CHICAGO, ILLINOIS
Concentrated Employment Programs
Fiscal Year 1967

	Funding
Manpower, Development and Training	$2,944,228
Neighborhood Youth Corps	1,480,949
New Careers	1,474,173
Special Impact	1,410,700
Total	$7,310,050

JOBS NOW

Hire-and-Train Programs

Job Opportunities in the Business Sector (JOBS): a partnership between government and private industry to hire and train the hard-core unemployed. The program relies on employers to provide not only jobs and training, but also the full range of supportive services required to help disadvantaged workers make a satisfactory job adjustment. The extra costs of added training, counseling, remedial education, prevocational training, health services and other specialized support needed to bring disadvantaged individuals to a satisfactory level of productivity and keep them on the job may be offset by funds provided through a Department of Labor contract. Under the MA-3 program the Labor Department contracts with the National Alliance of Business for job training; guaranteed job placement is included. The JOBS Program involves a commitment by employers to hire first and then train on the premise that placement in jobs at regular wages does more to motivate a disadvantaged individual than a training period before employment with only a promise of a future job.

In Chicago JOBS NOW is largely a youth orientation program sponsored by community and government organizations. Sponsoring agencies include the Illinois State Employment Service, Cook County Department of Public Aid, Federation of Settlements, Chicago Boys Clubs, Commerce and Industry Association, AFL-CIO, and the Southern Christian Leadership Conference.

JOBS NOW is administered by the YMCA of Chicago and utilizes the services and support of businessmen to help develop and promote the program's efforts. Its advisory board consists of industrial leaders from Chicago. JOBS NOW is funded from Federal and local sources.

The basic activity of the program is to bring youth to a job center for two weeks' orientation to the world of work. The JOBS NOW staff (composed of State Employment Service personnel and project workers) familiarizes the youth with what they will find in the work situation and what will be expected of them. Job developers (project workers and businessmen on loan to the project) assist in placing youth in jobs with companies that have waived many normal hiring standards. The employer and the JOBS NOW staff cooperate in providing services to the youth until he is adjusted to employment.

JOBS NOW FIRST YEAR REPORT

SUMMARY STATISTICS

1.	Enrolled	1,992	100%			
2.	Completed orientation	1,441	72%	100%		
3.	Referred to Employment	1,213	60%	84%	100%	
4.	Placed into Employment	1,065	53%	73%	87%	100%
5.	Currently Employed on 9/30/67	439	22%	30%	36%	41%
6.	Currently in School or MDTA Training, September 30, 1967	113	5%	7%		

From JOBS NOW Project, First Year Report, Introduction and Summary

Basic Learnings

Below are listed as concisely as possible those learnings that have come from the first year's demonstration in JOBS NOW. Those coming first are quite literally the "sine qua non" of manpower programs involving the severely disadvantaged.

I. Direct and Active Involvement of Business, Industry, and Labor

Almost every successful experience we have had during this past year re-enforces the idea that participant motivation for work and adaptation to the work world is assured only to the degree that the representatives from companies hiring them have been motivated and have adapted to take an active interest in him and his condition. Traditionally, social work programs have attempted to modify participant behavior to meet the needs of companies without much concern as to whether accommodation were being made by the company. We now feel this is the wrong approach. Experience and research indicate that participants modify their behavior in response to modification in the behavior of management and supervisory personnel.

What this means pragmatically is that business, industry, and labor must make accommodations towards the disadvantaged if we ever hope to bring the disadvantaged into the work force. These accommodations must include the waiving of traditional hiring requirements that heretofore have too often been convenient restrictions of entry, the development of effective communication through all levels of a company from policy makers to line employees, and the taking of a personal interest in the development of the employee not only as a worker but also as a person. It means that company leadership and union leadership must take initiative in breaking down stereotypes. It means that company leadership must examine carefully what kinds of conformity enhance and inhibit productivity and what kinds of diversity enhance and inhibit productivity.

Of course, it takes time to modify behavior in companies; it takes time to get a large number of companies sufficiently involved in modifying their behavior to offer viable work opportunities to the disadvantaged. And one mistake we must not make. A job alone is no longer enough. More is required. And that takes time to develop. Most often company resources alone cannot get the job done.

Those who administer manpower development programs involving the disadvantaged must engage themselves as the liaison between the disadvantaged and business, industry, and labor. To secure direct and active involvement of companies, JOBS NOW began a selective and careful approach to business and industry in Chicago a full two months before any participant entered the program. Whereever possible we utilized existing relationships between an agency and a company. We spent many sessions with policy making leadership, soliciting their involvement and obtaining their commitment. Following this we attempted to communicate systematically from the policy makers downwards to the line employees, and most importantly the supervisors. Our staff spent much time on company premises. And all this was done before opening our doors to the participant.

Job Program Development is the top priority for any manpower program involving the disadvantaged. Those activities which seek to involve all levels of company personnel with the disadvantaged entering the labor force are absolutely important. Without these activities nothing else will be forthcoming. For if there is not finally direct and active company involvement, the disadvantaged will end up with only empty promises, more failure, and deeper rancor towards both agencies and business, industry, and labor.

CLEVELAND, OHIO

Highlights

Cleveland's total population is growing at a slow rate. It had a net migration loss of 44,000, 1960-1966. Its nonwhite population is growing rapidly. By 1975 the proportion of nonwhites residing in the central city is projected to be 49 percent.

The rate of industrial growth in Cleveland is moderate and subject to business fluctuations or locational shifts in industry.

A relatively large proportion (one-sixth) of the labor force is nonwhite. Jobs are concentrated in manufacturing and construction.

Nonwhites residing in the central city had a high unemployment rate in 1967, that of 10.1

Like other American cities, Cleveland has a large percentage of families residing in Poverty Areas with incomes below poverty level.

Poverty Indices

Metropolitan Area	Number of Families	Percent in Central City	Percent in Poverty Areas	Percent Below Poverty Level
In Central City	220,538		30.8	14.9
Outside Central City	242,269		Not applicable	4.6
White Families	404,548	40.5	6.3	6.9
Nonwhite Families	58,259	97.5	73.2	27.8

The Department of Labor survey in 1965 of the Hough, West Central, East Central and Kinsman areas of Cleveland showed that inadequate and inferior education and training are deep, underlying elements in the high rate of unemployment.

Cleveland is working hard to provide training programs for its unemployed and youth entering the labor market. Its model cities proposal of April, 1968 reports the following developments:

> Scheduled to open in September 1968, is a new girls' vocational high school. The school will offer preparation in clothing design and manufacture, food services, practical nursing, retailing and office practice and cosmetology.
>
> A specialized factory-school is scheduled to open in early summer, 1968. This factory school is to be housed in a large (207,000

square feet) building donated to the Cleveland Board of Education by the General Electric Company. The program will involve three concurrent aspects--immediate paid employment upon enrollment; skill training related to employment; basic and remedial education. The employment will be provided by several Cleveland area industries operating branch production shops within the facility. The target clientele for this project is the unemployed and presently unemployable young adult population of the inner city, particularly the model cities community.

An educational Development Center will be organized on a non-graded basis to replace the present Thomas A. Edison Occupational School located in the model community. Approximately 1,500 boys, age fourteen to eighteen, will be enrolled in a school that combines comprehensive pupil personnel services with a highly individualized educational program designed to habilitate the nonachieving, apparently unaspiring teenage boy in need of special educational booster shots and support.

Other educational program areas to receive detailed planning attention include the following, among others:

a. Parent Education

b. Adult Basic Literacy

c. New career preparation for mature workers

d. Special interest avocational adult education programs

e. Specialized early childhood education

f. The extend school year (12 months programming)

POPULATION

July 1966 (estimate for SMSA*)	2,004,000
Average annual percent increase, 1960-1965	0.8
Net increase, 1960-1966	
Number	95,000
Percent	5.0
Components of change, 1960-1966	
Births	256,000
Deaths	117,000
Net migration	-44,000

Projections, 1975	2,027,000
Population increase, 1965-1975	156,000
Average annual percent increase, 1965-1975	0.8

Population for central city only	
1960	876,050
Estimated 1965	810,858
Projected 1970	767,000
Projected 1975	755,000

Nonwhite for central city only	Number	Percent of total
1960	253,108	28.8
Estimated 1965	305,900	37.7
Projected 1970	321,800	41.9
Projected 1975	368,000	48.7

POVERTY INDICES (1960 census)

1. By central city and surrounding area

	In central city	Outside central city
Number of families	220,538	242,269
Percent in Poverty Areas*	30.8	Not applicable
Percent below poverty level*	14.9	4.6

2. By race

	White families	Nonwhite families
Number	404,548	58,259
Percent in central city	40.5	97.5
Percent in Poverty Area	6.3	73.2
Percent below poverty level	6.9	27.8

Percent of nonwhite occupied rental housing substandard	33
Children in families below poverty level (central city and outside area)	
Under 6 years	35,432
6 to 17 years	45,319

For definitions, see page 20.

CLEVELAND, OHIO

DROPOUTS (1960 census)

Persons 25 years and over	1,041,435
Number not completing high school	593,810
Percent not completing high school	57
Nonwhite 25 years and older	136,710
Number not completing high school	95,085
Percent not completing high school	71

EMPLOYMENT

Employees on nonagricultural payrolls by industrial division, April 1968

	Number (in thousands)	Percent
Mining	1.3	.2
Contract construction	32.7	3.9
Manufacturing	309.6	37.3
Transportation and public utilities	50.2	6.0
Wholesale and retail trade	171.1	20.6
Finance, insurance, and real estate	59.2	4.7
Services	122.7	14.8
Government	103.0	12.4
Total	829.8	

UNEMPLOYMENT

Unemployment in the Cleveland SMSA as of November 1968

Number	26,800
Rate	2.8

Unemployment in the central city, 1967 annual averages

	Total	Nonwhite
Estimated number	15,000	10,000
Rate	3.4	10.1

U.S. Department of Labor, Special Survey November 1966
Hough, West Central, East Central, Kinsman Areas

Population	144,826
Unemployment rate	15.5
Unemployment rate for out-of-school youth	5.8
Nonparticipation rate (20-64 years, (male) not working nor looking for jobs	14.7

Inadequate and inferior education and training are deep, underlying elements in the high rate of unemployment.

- * 46 percent of all persons 25 years of age and over had never been to high school. Three-fourths had not completed high school.
- * Only 36 percent of persons between the ages of 5 and 34 were enrolled in school at the time of the survey, contrasted to 46 percent for the remainder of the city.
- * Most studies of those slum children in school show that they test out considerably below their counter-parts elsewhere, casting doubt on the quality of education in the slums.
- * Skills are reflected in occupational experience. In the slum, 31 percent of all the employed men are laborers and service workers, compared to only 12 percent in the remainder of Cleveland.
- * Only 14 percent of the slum men are employed in white collar occupations, contrasted with 30 percent for the remainder of Cleveland.

Important as personal factors are in slum unemployment, it is nevertheless clear that the slum unemployment situation is strongly affected by "job market" circumstances.

- * There is unquestionably a shortage of unskilled jobs in, or even near, the slum areas.
- * The jobs which are available are characteristically low-paying--even below the poverty level.
- * New plant locations in the Nation's cities are increasingly built around the perimeter of the city and far away from the slum.

CLEVELAND, OHIO

POPULATION AND EMPLOYMENT PROJECTIONS
(National Planning Association)

	Average annual rate of growth (%)	
	1950-62	1962-75
Employment	1.4	1.6
Population	2.3	1.2
Income	4.2	3.9
Per capita income	1.9	2.6

"In 1962 two counties containing 113,000 persons were added to the area definition. The area is projected to grow at about the same pace as its market area which includes Ohio, Indiana, Illinois, Michigan, Pennsylvania and West Virginia, all of which will be affected by the general market shift toward the West." (National Planning Association, Economic and Demographic Projections for 224 Metropolitan Areas, Report No. 67-R-1, p. 52)

	Projections for 1975 (in thousands)		Employment
	1962	1975	Average annual rate of change (1962-1975)
Industry			
Agriculture	4.2	3.2	-2.1
Mining	0.8	0.5	-3.6
Construction	43.0	55.5	2.0
Manufacturing	283.7	317.2	0.9
Transportation, communication and public utilities	48.7	44.5	0.7
Trade	176.6	223.6	1.8
Retail	117.7	149.3	1.8
Wholesale	58.9	74.3	1.8
Finance, insurance and real estate	38.5	60.4	3.5
Services	117.2	152.0	2.0
Government	75.6	113.3	3.2
Federal	18.9	19.3	0.2
State and local	56.7	94.0	4.0
Total civilian employment	788.2	970.2	1.6
Nonagricultural employment	784.0	967.0	1.6

Cleveland Public Schools

Paul W. Briggs, Superintendent

TECHNICAL-VOCATIONAL EDUCATION

Technical-Vocational Education in the Cleveland Public Schools encompasses the areas of business and office education, distributive education, home economics, vocational horticulture, industrial arts, trade and industrial education, conference leader-foremanship training, apprenticeship training, Cleveland Technician School (Post High School), work-study, and manpower training. This brings together the many paths of occupational, technical, and vocational education and coordinates them into one broad avenue of effort.

Cleveland schools have also extended the comprehensive high school programs to make each school truly comprehensive by including numerous areas of skill training and technology. For the great majority of Cleveland youth, high school graduation becomes job entry. It is the announced objective of the Cleveland schools to bring training for employment within convenient geographic reach of all who desire it. At present, Cleveland claims the greatest number of vocationally reimbursed classes in Ohio, with some 120 vocational classes in the comprehensive high schools alone.

A recent survey of Cleveland high school enrollments show that 71% of the senior high school students are enrolled in at least one course in the Technical-Vocational area; more than 1/3 of the senior high students are taking business education courses; and over 1/4 of the 11th and 12th grade students are in reimbursable vocational education programs. In keeping too with employment trends, girls are being encouraged to enroll in specialization areas once thought to be reserved for men and boys, similiarly no vocational program is, or should be, considered as a girl's program. Furthermore, it becomes equally obvious that changing and on-going combinations or clusters of various crafts and services must be considered today rather than the single track--"terminal" course once offered.

Included on the pages that follow is a thumbnail sketch of each Technical-Vocational service. Special facilities for the very highly skilled and expensive services have been geographically distributed over the city for economic reasons. These include data processing instruction, horticulture, body and fender repair, electronics, and machine shop. Students may transfer to skill center schools on a part-time or full-time basis.

Wm. R. Mason
Director
Technical-Vocational Education

BUSINESS EDUCATION

Purpose

Business Education serves students in three ways: (1) through vocational programs which prepare youth for office occupations--(Cooperative Office Education, Intensive Business and Office Education), (2) by providing individual courses of a vocational nature to prepare students for entry into the reimbursed vocational programs, and (3) individual courses which may be elected by the general student body.

The objective of Cooperative Office Education is to graduate students adjusted to the business world. Through work experience the students develop the maturity (attitudes, efficient habits, self-confidence) so important to success of their first job.

The two year in-school intensive programs provide in-depth training in the skills, attitudes, and procedures necessary for entry into specific office occupations.

The purpose of the individual, elective courses is to provide an opportunity to students not presently planning to enter office occupations to develop skills and a knowledge of business that will be useful to them personally.

Programs-Subjects-Instruction Areas

Presently there are nine Cooperative Office Education programs and 39 intensive BOE (business and office education) programs preparing students in six office occupation areas. There are 49 different courses taught within the Business Education Division.

Teachers

Currently 161 teachers are assigned to junior and senior high school business education departments. Included in this total are nine COE coordinators and 53 teachers assigned to the Intensive BOE programs.

Students

Current enrollment in COE is 197 students and in the Intensive Business and Office Education programs 825. Total enrollment in all business education programs and courses is 21,141.

Employment

Of the 155 COE students who graduated from our high schools last June, 107 have continued to work for the same employer they co-oped with. When we consider that 72 per cent of the students remained on the job, we can assume that the employers are well satisfied with Cleveland COE students.

Standards

The COE program is open to seniors who are 16 years old and have already developed marketable skills. During their senior year students must enroll in two advanced business subjects (one of which must be blocked) and work a minimum of 15 hours per week.

The Intensive BOE programs block students with a common office occupation goal into a program of business training during their junior and senior years. The minimum block is 15 class hours per week. Students are selected on the basis of their interest and ability to profit from this type of program.

Financing

The COE and Intensive BOE programs are reimbursed under provisions of the Vocational Education Act of 1963.

DISTRIBUTIVE EDUCATION

Purpose

This high school program is commonly known as "D.E." This is a cooperative vocational training program at the senior level with the purpose of preparing youth for entry into marketing or the distributive industry field; and to develop interest in the fields of retailing, advertising, wholesaling, display, etc. Being a cooperative type of program, the students attend classes in retailing and merchandising in the morning and are available for work afternoons, evenings, and Saturdays.

Programs-Subjects-Instruction Areas

There are nine general D.E. programs and three specialized service station sales training programs.

Teachers

This program has 12 coordinators.

Students

There are 241 students.

Employment

In the field of retailing, the opportunities are unlimited for the young person who has the interest and shows the proper attitude and aptitude for this area of business. Every student taking this program is placed in a position within one week after entering. These work stations include major department stores, chain stores, variety stores, independent merchants, supermarkets, and utility companies. In the Service Station Programs students are working with all the major oil companies as well as Firestone and Goodrich. Requests for D.E. students from the Cleveland business community far outnumber the present available enrollment.

Standards

Distributive Education is a one year cooperative program in the senior year only, and consists of two periods daily. Vocational Sales is the pre-requisite course for the general D.E. programs at the 11th grade level, meeting one period daily. To enroll in the D.E. program the student must have an average or better academic record; must show a discernible interest in a business career; must pass a simple math test; be in good health; and must have a good attendance record. The student should have a grade of C or better in the Vocational Sales course and/or Auto Mechanics for the Service Station Sales Training Programs, or attendance at a Distributive Education Orientation Workshop. The parent must sign a statement of policy, which explains the program and indicates the responsibilities of the student.

Financing

Distributive Education is Federally reimbursed under the Vocational Education Act of 1963.

HOME ECONOMICS

Purpose

Home Economics is concerned with strengthening family life and/or preparation for gainful employment in areas utilizing home economics knowledge and skills.

Junior high courses are diversified and also include programs for pupils with special needs. For example, 9th grade Production Baking is prevocational.

Special interest courses are available for both boys and girls at the senior high level. Dynamic Living is primarily for the college-bound. Consumer Economics stresses personal budget management. Boy's Chef helps develop more desirable food habits and an interest in the field of food service.

Programs

Homemaking	Job Training	Special Interest
Clothing	Child Care Assistant Training Program	Boy's Chef
Foods	Faculty Service	Consumer Economics
Homemaking	Food Service	Dynamic Living
Home Nursing	Clothing Service	
Personal Regimen	Production Foods	

Teachers

Junior High	106
Senior High	101

Students

Junior High	Girls -	12,867
Senior High	Girls -	5,102
Special Schools	Girls -	327
	Boys -	268

Senior Vocational Job Training	
Foods	134
Child Care	42

Employment - Job Training Programs (Cooperative)

The cooperative job training programs in Home Economics emphasize special and related skills important to securing and holding a job. The programs are designed to prepare students for gainful employment in the areas of food service, clothing service, and child care assistant training.

Standards

The Technical-Vocational Home Economics job training programs serve high school juniors and seniors who desire to work in home economics related occupations. To qualify for the cooperative phase of the program in the senior year, the student must have satisfactorily completed one year of related classroom instruction and a year of work experience, 15 hours weekly, within the school. The student must have maintained an average or better academic record, have good attendance, and have developed satisfactory personal habits.

The cooperative student divides time between study in school and practical work experience. The teacher-coordinator and employer cooperates in supervising the student, who is paid for work experience.

Financing

The Vocational Home Economics Job Training Programs are financially supported by the Vocational Education Act of 1963.

VOCATIONAL HORTICULTURE

Purpose

Vocational Horticulture may be a two or three year course of study designed to prepare students for careers in the following areas of Horticulture: Landscaping, Turf, Park Maintenance, Floriculture, Arboriculture, Nursery Production, and Produce Merchandising.

Programs-Subjects-Instruction Areas

Ten schools, including three area horticulture centers. Green houses ranging in size from 110 sq. ft. to 1,300 sq. ft. Land laboratory space at each center--size range 1,000 sq. ft. to 7 acres. Modern equipment is available at each center.

Teachers

There are ten full-time vocational horticulture teachers and nine part-time technicians.

Students

There are 351 post-high school students plus 26 post-high school technicians.

Employment

Agriculture and related industries in Greater Cleveland employ approximately 4,000 full-time personnel who need working knowledge and technical skills in some phase of agriculture (horticulture). At a conservative turnover, replacement and expansion rate of 10% over 400 new agriculturally trained employees are needed annually.

Standards

Mininum of 30 students in three approved classes and time schedules. For one unit-State reimbursement.

Financing

Reimbursement is from the Federal Vocational Education Act through the State of Ohio. Equipment and facilities--matching money for area schools.

Similarities of Vocational Horticulture To Vocational Agricultural Programs

Learning by doing through student home and school projects, on-the-job training programs, and land laboratories for demonstration and practice.

Follow-up evaluation of home, school and industry occupational experiences. Youth organizations--an integral part of the curriculum. Adult in-service education programs.

INDUSTRIAL ARTS OCCUPATIONAL

Purpose

Industrial Arts Occupational, in Cleveland, is pre-vocational and offers a practical orientation to the study of industry. It deals with the areas of manufacturing and construction by studying and working with industrial tools, materials, processes, products, and related problems at less than vocational intensification.

Programs-Subjects-Instruction Areas

Junior High *

Basic Mechanics
Graphic Arts-Drafting
Metals
Woods-Plastics

Senior High **

Auto
Drafting
Electricity
Metals
Printing
Woods
Blueprint Reading
Foundry
Pattern Making
Production & Manufacturing

Occupational ***

Appliance Repair-Major
Bench Assembly
Building Maintenance
Occupational Work Experience
Production & Manufacturing
Shoe Repair
Small Engine Repair
Appliance Repair (small)

Teachers

Junior High	113	
Senior High	144	
Occupational	8	Grand total secondary teachers - 265

Students

Junior High	15,374	
Senior High	9,205	
Occupational	1,473	Grand total students - 26,052

Standards

* Junior High: Required in 7th and 8th grades--one single period, five days per week or two double periods per week. Elective in 9th grade (pupils may elect from one of the four areas in the 9B and one of the

three remaining areas in the 9A)--three double periods of the elective and two double periods of drawing per week or five single periods of the elective and five single periods of drawing per week.

** Senior High: Courses are elective. No pupil may take more than four semesters of any one subject. One double period per day, five days a week. When an area is elected the student must take the course for a minimum of one year.

*** Occupational: Shop course may operate for a minimum of two hours per day, five days per week.

Financing

Local Board of Education.

TRADE AND INDUSTRIAL EDUCATION

Purpose

Trade and Industrial Education provides instruction in the development of basic manipulative skills, safety, judgment, technical knowledge and related occupational information which enables young men and women to prepare for initial employment in trade, industrial, and technical occupations.

Programs-Subjects-Instruction Areas

Max S. Hayes Trade School	
High School Boys	7 trades
Apprentice Program	19 trades
Jane Addams Vocational School	
High School Girls	3 trades
Post-High School	3 trades

Comprehensive High Schools
(T & I Courses)

West Tech	6 trades
Collinwood	3 trades
East Tech	8 trades
John Adams	1 trade
J.F. Kennedy	1 trade
East	2 trades
Lincoln	2 trades
Thomas Edison	9 trades

Teachers

Max S. Hayes Trade School	
High School	26
Apprentice Program	33
Jane Addams Vocational School	
High School	17
Post-High School	9

Comprehensive High Schools
(T & I Courses)

West Tech	10 teachers
Collinwood	6 teachers
East Tech	8 teachers
John Adams	1 teachers
J.F. Kennedy	1 teacher
East	2 teachers
Lincoln	2 teachers
Thomas Edison	10 teachers

Students

(only 11th & 12th grades are considered vocational)

Max S. Hayes Trade School	
High School	450
Apprentice Program	1725
Jane Addams Vocational School	
High School	318
Post-High School	173

Comprehensive High Schools
(T & I Courses)

West Tech	239 students
Collinwood	115 students
East Tech	261 students
John Adams	41 students
J.F. Kennedy	21 students
East	96 students
Lincoln	45 students
Thomas Edison	276 students
South	150 students

Employment

Statistics show that today all those who are trained in skilled areas and seek employment are employed. Most of them are employed in the areas for which they trained.

Standards

Training to be offered in the last two years of the school program and a minimum of three continuous clock hours daily.

Financing

Federally reimbursed.

CONFERENCE LEADER-FOREMANSHIP TRAINING

Purpose

Conference Leader-Foremanship Training, which is Trade and Industrial Supervisory Training in Business and Industry, is an educational program designed to develop industrial personnel for supervisory positions and upgrade supervisors to management assignments. The program operates for the benefit of business and industry in the Greater Cleveland area and includes training for the development of instructors who will take over supervisory training assignments in their respective plants.

Programs-Subjects-Instruction Areas

Course topics include:

- Instructor Training
- Human Relations
- Effective Speaking
- Supervisory Responsibilities
- Supervisory Techniques
- Conference Leadership

Each course ranges from 5 to 14 sessions (1-1/2 to 2 hours per session).

Groups

Each Annual Report shows as typical companies or groups served:

- Associated Industries of Cleveland
- Grabler Manufacturing Company
- Cleveland Electric Illuminating Company
- Tow Motor Corporation
- Reliance Electric Company
- American Greetings Card Company
- City of Cleveland Supervisors
- Eaton Yale & Towne
- Thompson Ramo - Wooldridge
- American Society for Training and Development
- Fairview Hospital
- St. Luke's Hospital
- Veteran's Hospital

Total groups served in one year - 78 (62 industries, 13 hospitals, City of Cleveland, two Federal agencies).

Instructors trained - approximately 70

No. individuals served by our conference leader 750

No. individuals served by instructors trained by him 3,072

CLEVELAND TECHNICIAN SCHOOL

Purpose

To prepare youth for employment at the technician level, between the engineer and the production worker.

Programs-Subjects-Instruction Areas

Areas are Electronic Technology, Chemical Technology, Mechanical Technology, and Industrial Technology in the Engineering field. Options are Drafting, Metallurgy, Fluid Power, Instrumentation, Electro Chemical, and Electro Mechanical.

In the non-engineering technologies, Horticulture and Retail Merchandising Technologies are offered.

The school has received requests for Printing Technology, Wholesale Technology, Business and Engineering Data Processing, Computer Technology, Business Management Technology, Medical Technology, Dental Technology, Architectural Technology, Civil Technology, Construction Technology, Automatic Screw Products Technology, Interior Decorating and Design Technology.

The school has recently received approval of all of its courses by the Veterans Administration, and top quality rating by a team of investigators from the State Department of Vocational and Technical Education in Columbus.

Teachers

The faculty consists of four full-time teachers and twenty part-time teachers. Most of the part-time teachers are from industries and work in the professional areas that they teach. Most have engineering degrees; some have PHD's.

Students

There are 190 full-time students and 10 part-time students. As the school's reputation becomes better known by industries it is receiving more requests for part-time enrollment.

Standards

This training is available to all qualified high school graduates who have a good background in mathematics and science. All full-time students must be in class or laboratory a minimum of 25 contact hours per week, with a total of 1,800 hours for two years. For graduation they must complete 76 credit hours with an accumulated point average of 2.000 on a 4.000 point basis.

Retail Merchandising Technology is operated on a cooperative basis, and is on the quarter system, having four quarters per year for two years.

Employment

All graduates available for employment are placed. Double the output could have been placed. The 1967 graduating class averaged a starting salary of $550 per month. Many graduates earn over $10,000 per year after two years.

Financing

The Cleveland Technician School is self-supporting. The cost of instruction and supervision is subsidized by State and Federal funds and by student tuition. Most of the equipment used is financed through State and Federal funds.

Future

The school has been in operation since 1960. It is highly successful in all respects. This is indicated by the rapidity with which all technicians are employed at graduation and their success on the job. Under present conditions the demands for graduates cannot be met.

POST-SECONDARY PROGRAM-COOPERATIVE RETAIL-MERCHANDIZING TECHNOLOGY

Purpose

The need and request, by industry and retailers for additional personnel with more intensified training, has led directly to the organization of a Post-Secondary D.E. Cooperative Program under the supervision of the Cleveland Public Schools.

This program provides two-year post-high school education in retailing and marketing procedures. The curriculum is designed for the student who is interested in a career in retailing, either as an employee in large-scale retailing organizations, or as an eventual owner and operator of a retail store. Students, upon graduating from this training program would be available for Junior Executive positions in a retail establishment at salaries ranging from $350 to $500 per month.

The two main requirements are a high school diploma and subsequent placement in a retail firm. It is desirable that the applicant be in the upper two-thirds of his high school graduating class. A background in high school business and sales courses are helpful. Other requirements are a statement of good health from a physician and the successful completion of an entrance examination.

The student employed by a retail firm trains for a supervisory or mid-management career in the field of marketing and distribution. Some of the cooperating concerns are department stores, variety stores, supermarkets and specialty stores (shoe stores, clothing stores and apparel shops).

Programs-Subjects-Instructional Area

In this cooperative program the student alternates supervised job experience with classroom activity. The student is in class one quarter and at an approved supervised work station, on a full-time basis, for one quarter, for each alternating period over the two-year program. The program is conducted at the Cleveland Technicians School, 4600 Detroit Avenue.

Curriculum

Introduction to Business
Introduction to Retailing
Economics
Accounting
Human Relations
Retail Buying
Interior Display

Business Math
Communications
Salesmanship
Business Law
Retail Store Operations
Advertising
Speech

Standards

The cost is $90.00 per quarter, plus the cost of books and fees. Books and fees average approximately $80.00 per year. The two-year program can be completed for approximately $900.00. The student will earn considerably more than the cost of books, tuition, and fees.

Application must be made on the regular "Application for Admission" form which may be obtained at the school, or from your high school counselor.

Each applicant should appear for a personal interview, and must be tested before admission.

A complete "Secondary School and Personality Record" must be received by the school before the application can be considered.

The application fee of $12.00 is required with the application. If accepted, $10.00 of this fee is applied to the tuition of the first quarter.

Teachers

Presently there are three part-time instructors and one instructor-coordinator.

Students

Sixteen (16) students (first class)

Financing

The Cooperative Retail-Merchandising Technology is 1/3 Federally reimbursed, 1/3 State reimbursed, and the remaining 1/3 is by student tuition.

MANPOWER TRAINING CENTER

Purpose

The Manpower Training Program, within the Cleveland Public Schools is the joint effort of the United States Departments of Labor and Health, Education, and Welfare. The sole purpose being to provide a saleable vocational skill to the unemployed and underemployed. These **Federal** agencies are represented at the local level by O.S.E.S. and the Cleveland Public Schools.

Instruction Areas Offered During Fiscal Year 1967

The Center has reached peaks of better than forty (40) classes and between 700 and 800 trainees. No semester schedules are followed as the Center is open all year, both days and evenings. Contracts maintained by the Manpower-Training Center and the Federal government call for a specific number of training hours. Listed below are the areas in which vocational instruction was offered during fiscal year, 1967:

Auto Body Repair
Auto Mechanics Helper
Bakers Helper
Bookkeeping Machine Operator
Buffing and Polishing
Clerk General
Clerk Stenographer
Clerk Typist
Combination Cook
Combination Welder
Custodial, Janitor
Dietary Aide
Engine Lathe Operator
Food Service
Food Service Supervisor
Gardener
Groundskeeper
Homemaker
Housekeeping Supervisor
Laundry Worker
Licensed Practical Nurse
Machinist
Main Course Cook
Maintenance Man, Building
Meat Cutter
Mechanical Draftsman
Medical Transcriber
Screw Machine Operator
Varitype Operator
Milling Machine Operator
Nurse Aide-Geriatric
Nurse Aide-Hospital
Nursing Unit Clerk
Psychiatric Aide
R.N. Refresher
Reproduction Specialist
Services Station Attendant
Shirt Presser
Shoe Repair
Short Order Cook

OJT

Carpenter Pre-Apprentice
Tool & Die Pre-Apprentice

There were 2,627 trainees enrolled in these courses. Of this number 792 were trainees enrolled in fiscal year, 1966 and completed their training in fiscal year, 1967. Total new trainees enrolled fiscal year, 1967 numbered 1,835.

Teachers

A flexible staff of approximately 125 persons is maintained at the Center. This includes instructors, technicians, administrative personnel and clerks. This figure varies from week to week as classes are started and graduations occur weekly. All instructors are certified by the State Department of Education. A large majority of the instructors are highly skilled and knowledgeable persons secured from local commerce and industrial facilities.

Employment

Of necessity, the Manpower Training Center maintains a close working relationship with the local employment office. The employment office determines the need for training, selects, screens and refers all trainees enrolled at the Center. The Manpower Training Center's responsibility is to prepare proposals, secure certified instructors, locate training facilities, purchase equipment and supplies and operate the overall instructional program.

Upon graduation the employment service is responsible for securing placements for graduates. O.S.E.S. does job development before graduation to facilitate the transition from trainee to employee more smoothly.

Standards

Standards of achievement are determined by representatives of O.S.E.S. and the Manpower Training Center. The Center determines the number of hours required to accomplish the pre-determined level of achievement. Each trainee attends classes six or more hours per day in one vocational area. (Some projects have remedial or related education written into the course.)

The Center is open from 7:00 A.M. to 11:00 P.M. daily. The facilities at Max Hayes, West Tech, Collinwood, John Hay, John Adams, Jane Addams, East Tech, Miles Standish and Harvey Rice are also employed. Trainees receive clinical training in many hospitals. Some commercial concerns have been rented for instructional use.

Financing

Many trainees receive a training allowance provided by the Department of Labor. This determination is made by O.S.E.S. Some courses are funded under certain sections of the Manpower Development Training Act of 1962 as revised in 1965, and trainees are drawn from impoverished areas of the city. Other courses are funded in such a manner that trainees can be recruited from a four county area surrounding Cleveland.

Prior to June 30, 1966 the entire program was 100% reimbursable. Since then the Cleveland Public Schools have been required to underwrite 10% of the total costs. This is usually "in kind".

WORK-STUDY

Purpose

The Cleveland Work-Study Program was established to assist unemployed, out-of-school youth, who are residents of the Cleveland School District and who are 18, 19, and 20 years of age. The objective of this program is to help youth become more employable by giving them the opportunity to complete their high school education, and to gain work experience and training through part-time and cooperative jobs.

Programs-Subjects-Instruction Areas

The main center is at 1900 St. Clair. In addition to this day school, students attend night school at West Tech on the West Side and John Hay on the East Side.

Students enter the program voluntarily and are screened and interviewed prior to entering the six week, three hour per day, pre-employment session. These orientation classes are held from 12:30 P.M. to 3:30 P.M., and at the end of 90 hours the student receives 10 points of credit toward his high school diploma. Each year five of these recruiting drives and training sessions are held. Many are placed on part-time jobs with private employers.

The program also includes Hospital Cooperative and Light Industrial Cooperative Training Programs. In these programs the students attend school nine weeks and work nine weeks. All co-op students must attend day school, which is held for nine week semesters. They receive a stipend while in each work session in addition to on-the-job-training.

Teachers

Staff members are certified teachers. Courses offered are the basic required high school courses plus a few work-related programs. Students receive full credit for these courses when the nine week semester is completed successfully. The staff consists of eight instructors and a supervisor.

Students

At present 300 students are enrolled in the program with 360 graduates.

Employment

About 70% of the graduates are employed by their part-time employer.

Standards

The day school semesters consist of nine week sessions and 1-1/2 hour periods. The length of time a student remains in the program depends on the number of credits he had before entering. The average stay is approximately 1-1/2 years.

Financing

The program is financed by the Cleveland Board of Education and ESEA Title I funds.

CLEVELAND, OHIO
Concentrated Employment Programs
Fiscal Year 1967

	Funding
Manpower, Development and Training	$2,716,000
Neighborhood Youth Corps	750,000
New Careers	1,000,000
Special Impact	1,000,000
Total	$5,466,000

Refunded FY 1969

Manpower, Development and Training	$1,054,700
Economic Opportunity Act	2,283,000
Total	$3,338,000

KANSAS CITY, MISSOURI

Highlights

The population of Kansas City is increasing at a moderate rate. An estimated 30 percent of its total population in the central city is nonwhite and that proportion is projected to rise to 33 percent by 1975.

In Kansas City manufacturing provides the largest single category of employment, with wholesale and retail trade employment a close second. Employment is projected to grow at a faster rate due to the area's role as a transportation, wholesale trade and financial center, as well as its diversified manufacturing base.

Like other American cities, Kansas City has a number of families residing in Poverty Areas with incomes below poverty level.

Poverty Indices

Metropolitan Area	Number of Families	Percent in Central City	Percent in Poverty Areas	Percent Below Poverty Level
In Central City	124,591		29.8	14.4
Outside Central City	148,904		9.3	9.3
White Families	246,165	42.7	12.1	9.1
Nonwhite Families	27,330	71.1	77.4	34.3

Individuals residing in Poverty Areas who finish high school still find themselves poorly prepared to enter the job market. Vocational training opportunities are limited, and young people are often unable or unwilling to seek them out. Many assess the range of opportunities as so circumscribed that they see no advantage in further education. The primary need is one of motivation.

According to the Model Cities proposal of Kansas City, a broad spectrum of employment possibilities needs to be made available both to the "employables" and to those on the periphery of the labor force--the older citizens and those who are partially handicapped. Job recruitment, counseling, training, and placement require top priority in providing for Model Cities residents the kind of work in which they can take pride and experience some success. This will require a pooling and coordination, a mobilization, of public and private community resources and programs, and persistent contacts and follow-ups at block levels in order that even the "unreachable" may be reached, motivated, and encouraged. Moreover, a comprehensive retraining program must be undertaken to insure the possession of marketable skills by those whose talents are no longer in demand. Supportive services will be needed after employment as well as during the training period to strengthen the educational, health, and family life of area residents.

The unemployment rate for the Kansas City SMSA was 3.7 as of November 1968.

Kansas City has an active vocational program for the training and retraining of adults. It may wish to expand on the post-secondary level as the demand for a more highly skilled work force increases.

KANSAS CITY, MISSOURI

POPULATION

July 1966 (estimate for SMSA*)	1,209,000
Average annual percent increase, 1960-1965	1.4
Net increase, 1960-1966	
Number	117,000
Percent	10.7
Components of change, 1960-1966	
Births	161,000
Deaths	67,000
Net migration	22,000

Projections, 1975	1,247,000
Population increase, 1965-1975	131,000
Average annual percent increase, 1965-1975	1.1

Population for central city only	
1960	475,539
Estimated 1965	483,000
Projected 1970	485,000
Projected 1975	516,000

Nonwhite for central city only	Number	Percent of total
1960	84,191	17.7
Estimated 1965	122,900	25.4
Projected 1970	146,200	30.1
Projected 1975	168,400	32.6

POVERTY INDICES (1960 census)

1. By central city and surrounding area

	In central city	Outside central city
Number of families	124,591	148,904
Percent in Poverty Areas*	29.8	9.3
Percent below poverty level*	14.4	9.3

2. By race

	White families	Nonwhite families
Number	246,165	27,330
Percent in central city	42.7	71.1
Percent in Poverty Area	12.1	77.4
Percent below poverty level	9.1	34.3

Percent of nonwhite occupied rental housing substandard	42
Children in families below poverty level (central city and outside area)	
Under 6 years	26,820
6 to 17 years	31,942

For definitions, see page 20.

KANSAS CITY, MISSOURI

DROPOUTS (1960 census)

Persons 25 years and over	592,820
Number not completing high school	299,073
Percent not completing high school	50
Nonwhite 25 years and older	62,922
Number not completing high school	42,520
Percent not completing high school	69

EMPLOYMENT

Employees on nonagricultural payrolls by industrial division, April 1968

	Number (in thousands)	Percent
Mining	.6	.1
Contract construction	23.3	4.7
Manufacturing	129.8	26.3
Transportation and public utilities	49.9	10.1
Wholesale and retail trade	118.9	24.1
Finance, insurance, and real estate	30.8	6.2
Services	72.5	14.7
Government	67.8	13.7
Total	493.6	

UNEMPLOYMENT

Unemployment in Kansas City SMSA as of November 1968

Number	22,100
Rate	3.7

KANSAS CITY, MISSOURI

POPULATION AND EMPLOYMENT PROJECTIONS
(National Planning Association)

	Average annual rate of growth (%)	
	1950-62	1962-75
Employment	1.6	1.4
Population	2.7	1.3
Income	4.5	3.0
Per capita income	1.8	1.7

"Two counties with 50,000 persons were added to the area definition in 1962, accounting in part for the rapid growth between 1957-62. The metropolitan area grew faster than its major market areas, the State of Missouri and Kansas, in the past, and it is projected to grow faster than its market areas. The area's growth is related to its diversified manufacturing base and its role as transportation, wholesale trade, and financial center." (National Planning Association, Economic and Demographic Projections for 224 Metropolitan Areas, Report No. 67-R-1 p. 78)

	Projections for 1975 (in thousands)		Employment
	1962	1975	Average annual rate of change (1962-1975)
Industry			
Agriculture	5.4	3.8	-2.7
Mining	0.8	0.8	0.0
Construction	27.5	38.4	2.6
Manufacturing	110.7	125.0	0.9
Transportation, communication and public utilities	43.2	42.7	0.1
Trade	118.1	121.9	0.2
Retail	77.0	77.4	0.0
Wholesale	41.1	44.5	0.6
Finance, insurance and real estate	29.3	42.9	3.0
Services	62.2	87.5	2.7
Government	49.2	68.8	2.6
Federal	18.3	17.2	-0.5
State and local	30.9	51.6	4.0
Total civilian employment	446.4	531.9	1.4
Nonagricultural employment	441.0	528.1	1.4

PUBLIC SCHOOLS, KANSAS CITY, MISSOURI
DEPARTMENT OF VOCATIONAL-TECHNICAL EDUCATION

VOCATIONAL-TECHNICAL EDUCATION CLASS ENROLLMENTS
1967-1968

AGRICULTURAL EDUCATION	
Landscape Horticulture	33
BUSINESS AND OFFICE EDUCATION	
Clerical Practice	111
Cooperative Office Occupations	69
Key Punch & Machine Operator	27
Secretarial Practice	108
Total	315
COOPERATIVE INDUSTRIAL AND DISTRIBUTIVE EDUCATION	
Distributive Education (Project Method)	15
Cooperative Industrial and Distributive Education (C.O.E.)	500 (approximate)
Total	515
DAY TRADE	
Auto Mechanics	267
Body & Fender	37
Commercial Art	60
Commercial Sewing	57
Cosmetology	65
Drafting Technology	22
Electricity	27
Electronics	152
Graphic Arts	58
Machine Shop	34
Mechanical Technology	33
Pressing & Alterations	24
Principles of Sanitation	31
Total	867

HEALTH OCCUPATIONS

Health Occupations (High School)	16
Practical Nursing (Adult)	560 (approximate)
Total	576

TECHNICAL

Data Processing	31

Vocational programs not listed:

Electrical Engineering
Work-Study (Ford Foundation Program)

ENROLLMENT SUMMARY
ADULT VOCATIONAL CLASSES
July 1, 1967 - June 30, 1968

Apprentice Related Classes

Title of Course	ENROLLMENT Term I	- Term II
Bricklaying I	9	7
Bricklaying II	8	7
Math-Cabinet Makers	8	
Blueprint Reading-Cabinet Makers	8	
Shop Practices for Cabinet Makers		8
Drawing for Cabinet Makers		9
Materials & Tool Processes-Carpenters	10	9
Rough Framing & Stair Building-Carpenters	8	13
Blueprint Reading & Estimating-Carpenters	9	9
Roof Framing-Carpenters	10	10
Form Construction-Carpenters	15	15
Carpet & Linoleum I	13	10
Carpet & Linoleum II	8	8
Carpet & Linoleum II	9	10
Carpet & Linoleum III	8	8
Electric Shop I		9
Electric Shop II-III		9
Electric Shop IV		7
Electricity Theory I		9
Electricity Theory II-III		9
Electricity Theory IV		7

Title of Course	Term I	-	Term II
Materials, Math & Blueprint Reading-Glaziers........	13		
Sheet Metal I......................................	12		12
Sheet Metal IA.....................................	15		14
Sheet Metal II.....................................	11		11
Sheet Metal IIA....................................	11		11
Sheet Metal IIB....................................	12		12
Sheet Metal III....................................	12		11
Sheet Metal III....................................	12		11
Sheet Metal IV.....................................	10		14
Sheet Metal Special Problems.......................	8		8
Sheet Metal Special Problems.......................	8		8
Arc Welding-Sheet Metal............................	7		9
Arc Welding-Sheet Metal............................	9		
Sheet Metal Service I..............................	14		14
Sheet Metal Service II.............................	10		10
Plastic Welding-Sheet Metal........................	5		
Plastic Welding-Sheet Metal........................	5		
Plastic Welding-Sheet Metal........................			5
Paint Tools & Materials-Painters...................	9		12
Paint Processes-Painters...........................	6		5
Wall Coverings-Painters............................	13		13
Materials, Tools, Blueprint Reading & Math-Ironworkers..	11		12
Materials, Tools, Blueprint Reading & Math-Ironworkers..	7		7
Ironworkers II.....................................	15		15
Ironworkers II-Welding.............................	15		15
Blueprint Reading, Math, Jigs & Fixtures...........	19		19
Shop Practices-Glaziers............................			7
Shop Practices-Glass Workers.......................			7
Shop Theory-Machinists.............................			31
Total..............	392		466

Trade Extension

Tig Welding..	10		
Tig Welding..	10		
Paste Make-Up & Ruling.............................	13		
Camera & Dark Room.................................	9		
Imposition & Platemaking...........................	8		8
Logarithms, Slide Rule & Trig......................	6		
Blueprint Reading-Metal Trades.....................	11		
Tig Welding..	10		
Tig Welding..	11		
General Engineering................................	20		16
Blueprint Reading-Ironworkers......................	10		9

Title of Course	Term I	-	Term II
Color TV Servicing	31		18
Survey-Lithography	19		
Survey-Lithography	14		
Camera-Lithography	6		
Camera (B) - Lithography	6		
Stripping-Lithography	11		
Basic Electricity	15		10
Building Management	24		24
Heating & Ventilating	18		18
Boiler Room Management	20		20
Carpet Laying	11		
Arc Welding-Ironworkers	11		11
Oxygen-Acetylene Welding			12
Blueprint Reading-Metal Trades			11
Tig Welding			11
Tig Welding			12
Platemaking I			9
Platemaking IB			9
Press I			9
Press IB			8
Principles of Fluid Power			14
Introducing Heating & Air Conditioning Service			16
Heating & Air Conditioning Trouble/Shooting			17
Principles of Fluid Power			13
Safety-Industrial Supervisors			21
Tig Welding			10
Offset Press	6		
Basis Electronics	16		12
Electronic Communications	17		12
Refrigeration & Air Conditioning Techniques I	26		21
Refrigeration & Air Conditioning Techniques II	20		18
Refrigeration & Air Conditioning Techniques I	13		9
Refrigeration & Air Conditioning Techniques II	12		12
Programming II	8		8
Solid State Circuity	23		
Nat. Electrical Code	20		
Total	465		398

Business

Key Punch Operation	11	
Key Punch Operation		11
Key Punch Operation	11	
Typing & Shorthand	8	
Total	30	11

Preparatory

	Term I	Term II
Arc Welding	11	
Arc Welding	10	
Arc Welding	13	16
Arc Welding	18	15
Arc Welding	27	30
Arc Welding	14	16
Arc Welding	11	10
Arc Welding	11	
Arc Welding	11	
Engine Lathe Operation	8	
Engine Lathe Operation	8	
Engine Lathe Operation		12
Threading-Lathe		12
Total	142	111

Distributive Education

	Term I	Term II
Vending Stand Operation	9	
Retail Selling	396	109
Showcard Lettering		12
Supervisory Development		80
Waitress Training		30
Retail Theft Clinic		34
Total	405	265

TOTAL ENROLLMENT FOR ALL CLASSES: 2,685

KANSAS CITY
MANPOWER DEVELOPMENT AND TRAINING PROGRAMS
Fiscal Year 1967

Multiple Occupations Kansas City Board of Education	196
Multiple Occupations Kansas City Board of Education	85
Inhalation Therapist Technician Menorah Medical Center	12
Machinist Manual High and Vocational School	20
Construction Workers Kansas City Public Schools	60
Machinist Kansas City High and Vocational School	20
Machinist Manual High and Vocational School	100
Construction Laborers Kansas High and Vocational School	60

LOS ANGELES, CALIFORNIA

Highlights

Los Angeles has one of the fastest growing urban populations in the United States. The advantages of favorable climate and land area have attracted large numbers of people seeking new job opportunities as well as a place for retirement. The population of the Los Angeles-Long Beach metropolitan is projected to reach 10 million by 1975.

In Los Angeles manufacturing serves as the major source of employment, especially aircraft and missiles. As the population has grown rapidly, Los Angeles has developed a diversity in its manufacturing activity covering both durable and nondurable goods production. In addition, manufacturing has served as the base for generating local income and creating employment opportunities in other industries serving the local population.

According to an economic study prepared by the Bank of America (June 1966), there will be shift in the industrial structure of the City of Los Angeles over the next 10 years. Manufacturing, while remaining as the dominant employer, will lose labor to the non-manufacturing sectors. The aircraft industry and national defense-space contracts will continue to be sustaining elements in the economy, despite declines in employment. Manufacturing will quicken its tempo in such areas as paper, printing and publishing, non-defense electronics, machinery and metal industries, and civilian aircraft.

An increasingly greater proportion of recent arrivals to the urban area are workers--many of them Mexican Americans--displaced by the mechanization of California farms. Frequently workers do not have a specific job waiting for them; instead, they migrate because they like the area, and begin to look for work after they arrive. The local job market has not been able to absorb these newcomers as they lack skills and education.

Like other American cities, Los Angeles has a number of families living in Poverty Areas with incomes below poverty level.

Poverty Indices

Metropolitan Area	Number of Families	Percent in Central City	Percent in Poverty Areas	Percent Below Poverty Level
In Central City	727,450		19.7	11.6
Outside Central City	1,016,418		4.8	8.9
White Families	1,607,258	38.9	7.3	8.9
Nonwhite Families	136,610	74.4	55.1	22.9

Despite the above-average growth rate, Los Angeles has high rates of unemployment. As of November 1968, the unemployment rate was 4.0. In South Central Los Angeles, the slum area where 321,000 people live, the unemployment rate was 10.7 in 1965.

At the same time there is high unemployment and more serious underemployment in slum areas, there are plenty of good jobs available in the Los Angeles metropolitan as evidenced by the pages of employment opportunities advertised every day in the large newspapers. A great proportion of these jobs require high level qualifications of various types which in many cases ghetto residents now out of school cannot even hope to acquire due to severe lack of basic education and preparation for job oriented training. For example, youths from schools in disadvantaged areas who have dropped out of school would generally not have adequate skills in mathematics or numerical reasoning and other basic areas to make them suitable for training in electronic data processing and computer programming.

There are additional contributory causes of unemployment, underemployment and the failure to use the human resources that are available. Some of these are:

1. The educational system is not oriented toward preparing youth for employment except in a very general sense. The academic emphasis even at the secondary and college levels has little direct relationship to employment.

2. The economic base of Los Angele's depressed areas is not expanding. New industries or commercial establishments are reluctant to settle in or near ghetto neighborhoods. Employment opportunities are thus limited by the lack of a good nearby economic base of commercial and industrial activity.

3. Residents in ghetto areas have inadequate to nonexistent transportation facilities for getting from home to work. The Los Angeles area does not have mass rapid transit as most eastern cities do. Persons must own automobiles and few residents of the ghetto own cars or have them in good working condition.

4. There has been little serious attempt to develop any specific applicable information on skills, abilities, and personal qualities actually required by jobs of various types. The science of matching people to jobs is undeveloped so that counselors and teachers are working in the dark.

5. Although there are many types of training programs that are in various stages of execution affecting residents in ghetto areas, programs appear to lack coordinative direction and have inadequate follow-up provisions. Even though many persons go through the programs, they are too frequently not rewarded with steady employment. This results in even further disillusionment.

In Los Angeles there are four skill centers established with Federal funds to prepare the jobless for professions in industry. One of these, the Community Skill Center with 600 trainees, is operated by West Coast Trade Schools under a Manpower Development Training Act contract. The City School District operates the other three local skill centers--one each in Watts, East Los Angeles, and Pacoima.

LOS ANGELES, CALIFORNIA

POPULATION

July 1966 (estimate for SMSA*)	6,789,000
Average annual percent increase, 1960-1965	3.0
Net increase, 1960-1966	
Number	751,000
Percent	12.4
Components of change, 1960-1966	
Births	851,000
Deaths	356,000
Net migration	255,000

Projections, 1975	10,271,000
Population increase, 1965-1975	2,393,000
Average annual percent increase, 1965-1975	2.7

Population for central city only	
1960	2,479,015
Estimated 1965	2,743,500
Projected 1970	3,037,000
Projected 1975	3,362,000

Nonwhite for central city only	Number	Percent of total
1960	417,207	16.8
Estimated 1965	570,000	20.7
Projected 1970	613,600	20.2
Projected 1975	676,700	20.1

POVERTY INDICES (1960 census)

1. By central city and surrounding area

	In central city	Outside central city
Number of families	727,450	1,016,418
Percent in Poverty Areas*	19.7	4.8
Percent below poverty level*	11.6	8.9

2. By race

	White families	Nonwhite families
Number	1,607,258	136,610
Percent in central city	38.9	74.4
Percent in Poverty Area	7.3	55.1
Percent below poverty level	8.9	22.9

Percent of nonwhite occupied rental housing substandard	19
Children in families below poverty level (central city and outside area)	
Under 6 years	134,050
6 to 17 years	173,479

For definitions, see page 20.

SMSA is for Los Angeles-Long Beach

LOS ANGELES, CALIFORNIA

DROPOUTS (1960 census)

Persons 25 years and over	3,907,087
Number not completing high school	1,814,847
Percent not completing high school	46
Nonwhite 25 years and older	312,512
Number not completing high school	168,623
Percent not completing high school	55

EMPLOYMENT

Employees on nonagricultural payrolls by industrial division, April 1968

	Number (in thousands)	**Percent**
Mining	10.0	.3
Contract construction	100.5	3.6
Manufacturing	872.7	31.8
Transportation and public utilities	166.5	6.1
Wholesale and retail trade	579.8	27.2
Finance, insurance, and real estate	150.3	5.5
Services	485.8	17.7
Government	383.6	14.0
Total	2740.2	

UNEMPLOYMENT

Unemployment in Los Angeles-Long Beach as of November 1968

Number	129,200
Rate	4.0

Unemployment in Los Angeles-Long Beach by age and sex, 1967 annual averages

	Men 20 and over	Women 20 and over	Both sexes 16-19
Estimated number	84,000	60,000	41,000
Rate	4.2	5.4	16.4

Unemployment in the central cities of Los Angeles and Long Beach, 1967 annual averages

	Total	Nonwhite
Estimated number	84,000	22,000
Rate	6.6	9.1

U.S. Department of Labor, Special Survey, 1964-1965
South Central Los Angeles

Population	321,000
Unemployment rate	10.7
(in the hard core of this city sized slum, the rate was 12 percent.)	
Nonparticipation rate (20-64 years, male) not working nor looking for work	14.8

Inadequate and inferior education and training are obviously deep, underlying elements in this situation.

* A fourth of the unemployed adults in this slum area have never been to high school; almost two-thirds have less than a high school education.

* Most studies of those slum children in school show that they test out considerably below their counter-parts elsewhere, casting doubt on the quality of education in the slums.

* Of the Los Angeles City schools, the 69 with the lowest reading comprehension level were all in South Central or East Los Angeles.

* Four high schools serving the slum area have dropout rates ranging from 36 percent to 45 percent.

* The absence from school rate is double that of all city schools.

* Most of those who are employed are in jobs that give them little or no training for anything else.

Important as these "personal" factors are, however, it is nevertheless clear that the slum unemployment situation is strongly affected by "job market" circumstances.

* There is unquestionably a shortage of unskilled jobs in, or even near, the slum area.

* The jobs that are available are characteristically low-paying below the "poverty" level.

* New plant locations along with the new jobs are increasingly built around the perimeter of cities far away from the slums.

Los Angeles, California (continued)

The present transportation systems are both inadequate and too expensive to bring the slum residents to those jobs (in the 1964 study, 30 percent of the housing units covered were without automobiles).

* The 1964 survey of South Los Angeles showed a significant amount of discrimination as the major reason why people couldn't get jobs. Interestingly, however, age discrimination was as frequently cited as racial discrimination. An unskilled worker more than 45 years old finds it exceedingly hard to get any except short-term intermittent work.

LOS ANGELES, CALIFORNIA

Los Angeles - Long Beach

POPULATION AND EMPLOYMENT PROJECTIONS
(National Planning Association)

	Average annual rate of growth (%)	
	1950-62	1962-75
Employment	3.3	3.2
Population	3.1	2.4
Income	5.2	5.0
Per capita income	2.1	2.5

"A county with 703,000 persons was deleted from the area definition in 1962, which accounts for the slow down in growth between 1957-62. The area is projected to grow at a faster pace than its major market areas, which include the Far West and Southwest regions, and at about the same pace as the State of California. The area's growth is related to its diversified manufacturing base and to activities in the services sector." (National Planning Association, Economic and Demographic Projections for 224 Metropolitan Areas, Report No. 67-R-1, p. 92)

Projections for 1975 Employment (in thousands)

	1962	1975	Average annual rate of change (1962-1975)
Industry			
Agriculture	29.1	22.5	-2.0
Mining	8.6	7.4	-1.1
Construction	155.9	235.6	3.2
Manufacturing	710.6	1119.6	3.6
Transportation, communication and public utilities	129.3	140.8	0.7
Trade	571.5	764.4	2.3
Retail	394.1	521.1	2.2
Wholesale	177.4	243.3	2.5
Finance, insurance and real estate	146.1	234.5	3.7
Services	567.6	918.1	3.8
Government	276.2	486.3	4.4
Federal	50.7	54.4	0.5
State and local	225.5	431.9	5.1
Total civilian employment	2594.9	3929.3	3.2
Nonagricultural employment	2565.8	3906.8	3.3

LOS ANGELES UNIFIED SCHOOL DISTRICT
VOCATIONAL EDUCATION ENROLLMENTS
1967-68

FIELD	SECONDARY	POST-SECONDARY		ADULT*	
		DAY	EXTENDED (Part-time)	PREPARATORY	SUPPLEMENTARY
Agriculture					
Agricultural Production		42	286		
Agricultural Mechanics		3			
Agricultural Products		5			
Ornamental Horticulture	842	161	329		
Total	842	211	615		
Distributive Occupations					
Advertising Services		47	36		
Apparel Accessories		50	25		
Finance & Credit		14	83		
Food Distribution				725	
Food Services		24	8		
Foreign Trade		152	82		
General Merchandise	4,469	51	112		
Home Furnishing			4		
Insurance		8	102		
Management		350	383		
Real Estate			88		
Total	4,469	696	923	725	
Health Occupations					
Dental Assistant		169	90		
Dental Laboratory Technician		164	82		
Licensed Vocational Nurse		126	78	158	8
Nurse Aide	171			61	132
Registered Nurse		254	516		
X-Ray Technician		240	228		
Optical Technician		22	20		
Total	171	975	1,014	219	140
Home Economics					
Comprehensive Homemaking		169	212		
Care & Guidance of Children	56	43	30		
Clothing Management	37				
Food Management	118			27	
Home Furnishings	20				
Instructional, Home Management, Supporting Services	13	21	41		
Total	244	233	283	27	

FIELD	SECONDARY	POST-SECONDARY DAY	POST-SECONDARY EXTENDED (Part-time)	ADULT* PREPARATORY	ADULT* SUPPLEMENTARY
Office Occupations					
Accounting & Computing	10,952	578	1,074	324	
Business Data Processing		358	684	30	
Filing, Office Machinery, General Office Clerical		112	121	1,631	
Personnel Training, Related		6	20		
Stenographic, Secretarial & Related	11,837	717	993	355	
Supervisory & Administration Management		80	236		
Typing & Related	14,681			1,315	
Total	37,470	1,851	3,128	3,655	
Technical Education					
Automative Technician	13				
Chemical Laboratory Technician		2	2		
Surveyor			75		324
Electrical Technician					56
Electrical Technician		183	178		
Electric-Mechanical Technician		27	24		
Industrial Materials Tester		726	750	75	631
Engineering Technician		269	306		565
Petroleum Processor					17
Machine Central					50
Water Distribution Technician					308
Technical Report Writer					74
Electronic Manufacturing				134	435
Total	13	1,207	1,335	209	2,460
Trades and Industry					
Air Conditioning	10	66	119		117
Heating & Ventilation					234
Household Appliance Repair	8				
Auto Body Repair	106	37	40	141	198
Auto Mechanics	1,098	330	454	297	1,371
Auto Electronics	15			70	400
Auto Wheel Alignment & Brakes					

FIELD	SECONDARY	POST-SECONDARY		ADULT*	
		DAY	EXTENDED (Part-time)	PREPARATORY	SUPPLEMENTARY
Trades and Industry Continued.....					
Blueprint Reading					170
Aircraft Assembly	14			80	
Commercial Art		143	163		14
Costume Designing		237	285	95	100
Sign Painting		17	58		61
Technical Illustration		59	60	35	67
Photography	33	131	110		538
Carpentry	23	41	191		319
Operating Engineering				215	212
Paper Hanging					91
Plastering					18
Plumbing					189
Building Inspection					227
Roofing					188
Strength & Material			11		
Structural & Ornamental Metal Work					381
Construction Occupations	10				
Custodian	23				571
Drafting-Electrical Appliance Repair	561	478	595		41
Diesel Mechanic		57			
Electrician	511	107	464		400
Electric Motor Repair	7				
Electrical Appliance Repair	18				
Aircraft Electronics		199	356		98
Radio Operation & Broadcasting		214	154		
Radio & Television Service and Repair	34	20	127	120	1,186
Other Electronics Occupations	49	16	187		
Dry Cleaning		27	45		
Foremanship			317		
Graphic Artist		61	67		
Printing	883	60	36		
Printing & Binding		20	18		
Printing-Hand Composition		39	31		
Printing & Linotype		13	26		
Printing--Offset	26	118	219		39
Printing--Presswork		20			
Instrument Maintenance & Repair			30		

FIELD	SECONDARY	POST-SECONDARY		ADULT*	
		DAY	EXTENDED (Part-time)	PREPARATORY	SUPPLEMENTARY
Trades and Industry Continued.....					
Shipfitting					30
Marine Mechanics					25
Marine Navigation					20
Marine Pipefitting					39
Machine Shop	378	177	624		760
Metal	413				
Sheet Metal	96	17	68		558
Welding	18	86	293	213	562
Auto Vending, Machine Repair		37	47		28
Metallurgy Occupations		36	41		
Barbering					108
Cosmetology	179	89	99		67
Plastic Fabricating	39	33	115		110
Fire Science			675		
Police Science	41	416	1,433		70
Nursery School Assistant		148	346		
Baker		21	53	31	81
Cook		79	28	99	
Meat Cutter					316
Restaurant Management		25			
Milk Products Processor				19	19
Refrigeration		41	216		112
Small Engine Repair				49	
Power Sewing	67	27	27	124	201
Upholstering	99		212	776	
Mill Cabinetmaking	753	64	45		927
Furniture Making & Refinishing	15				
Carpet Laying					168
Office Machine Repair	1			25	176
PBX Operator		107	464		
Total	6,256	4,347	9,296	2,455	12,575
Grand Total	49,465	9,520	16,594	7,290	15,175

* Preparatory Students are those enrolled in classes that are preparing them for entry into an occupation.

Supplementary Students are those enrolled in classes designed to upgrade their skills and knowledge in the occupation in which they are currently employed.

LOS ANGELES
MDTA Programs, FY 1967

Multiple Occupations Watts Skill Center	800 Trainees
Various Occupations National Technical Schools	1,200 Trainees
Multiple Occupations East Los Angeles Skill Center	1,200 Trainees
Multiple Occupations Pacoima Skill Center	200 Trainees
Multiple Occupations Watts Youth Skill Center	290 Trainees
Multiple Occupations West Coast Trade School	360 Trainees
Multiple Occupations Los Angeles City Schools	650 Trainees
Multiple Occupations Pacoima Skill Center	200 Trainees
Various Occupations NAPA Junior College	100 Trainees
Various Occupations Joint Council Teamsters	2,000 Trainees
Various Occupations Santa Monica City College	75 Trainees
Various Occupations Long Beach City College	75 Trainees
Nurse, General Duty Valley College of Medical-Dental Assts.	100 Trainees
Nurse, General Duty Glendale College	45 Trainees
Nurse, General Duty Valley College of Medical-Dental Assts.	45 Trainees
Nurse, General Duty Valley College of Medical-Dental Assts.	30 Trainees
Registered Nurse, General Duty Citrus College	15 Trainees
Nurse, General Long Beach City College	45 Trainees
Registered Nurse St. Francis Hospital	45 Trainees
Registered Nurse Dominguez Valley Hospital	45 Trainees
Nurse, General Duty Valley College of Medical-Dental Assts.	45 Trainees
Registered Nurse Citrus College	45 Trainees
Registered Nurse Citrus College	45 Trainees
Registered Nurse Pasadena City College	45 Trainees
Concentrated Employment Program, Los Angeles	2,000 Trainees
Grocery Checker and Sales Clerk Adult Occupational Training Center	300 Trainees
Machinist Los Angeles City Schools	15 Trainees
Retail Shoe Salesman Los Angeles Trade Technical College	240 Trainees
Electronic Technician Santa Monica City College	30 Trainees

Cook Los Angeles City Schools	6 Trainees
Instructor, Voc. Training University of California at Los Angeles	555 Trainees
Tool Grinder Los Angeles City Schools	6 Trainees
Various Occupations Los Angeles City Schools	no. not given
Maintenance Electronic Technician Los Angeles City School	20 Trainees
Aircraft Flight Line Mechanic Apprentice Education Office	2 Trainees
Machinist Los Angeles City Schools	15 Trainees
Machinist Los Angeles City Schools	15 Trainees
Various Occupations Culinary Industry School	8 Trainees
Culinary Occupations Culinary Industry School	1,439 Trainees
Culinary Trades Adult Occupational Training Center	200 Trainees
Various Occupations Culinary Industry School	216 Trainees
Culinary Occupations Long Beach City College	230 Trainees
Tool & Die Maker Los Angeles City Schools	6 Trainees
Machinist Santa Monica City College	6 Trainees
Machinist Los Angeles City Schools	3 Trainees
Machinists Los Angeles City Schools	30 Trainees
Draftsman, Black and White North Hollywood Adult School	60 Trainees
Office Machine Repairman West Coast Trade Schools, Inc.	15 Trainees

Concentrated Employment Programs, FY 1967

	Funding
Manpower, Development and Training	$3,049,016
Neighborhood Youth Corps	1,299,998
New Careers	2,499,941
Special Impact	999,978
Total	$7,848,933

Refunded FY 1969

Manpower, Development and Training	$1,640,000
Economic Opportunity Act	3,280,000
Total	$4,920,000

NEW ORLEANS, LOUISIANA

Highlights

New Orleans has a growing population with a net migration gain of 47,000 people between 1960 and 1966.

The majority of workers are employed in retail and wholesale trade. Transportation and public utilities are growing fields for employment as well as state and local government.

Like other American cities, New Orleans has a number of families living in Poverty Areas with incomes below poverty level.

Poverty Indices

Metropolitan Area	Number of Families	Percent in Central City	Percent in Poverty Area	Percent Below Poverty Level
In Central City	152,518		67.1	25.6
Outside Central City	58,643		37.0	16.0
White Families	153,607	66.3	46.0	12.4
Nonwhite Families	57,554	88.1	92.6	51.1

85 percent of nonwhite persons over 25 in the New Orleans SMSA are without a high school diploma.

New Orlean's rate of unemployment, November 1968, was 4.1; in the slum districts the unemployment rate was twice as high, November 1966. In five slum areas in New Orleans, where 123,672 people live, the unemployment rate was 10 percent. The unemployment rate for teenagers was 34.7 percent.

The occupations last held by the unemployed in the slum areas point to one of the reasons for difficulty in getting and keeping stable jobs. When occupational experience is compared with job vacancies, the imbalance between the skills of the unemployed and the current demand is evident.

Occupation	November 1966 Percent of Total Unemployed	April 1965 Percent of Total Vacancies
Laborer	13.0	15.4
Service worker	36.9	10.8
Operative	9.1	11.6
White collar	13.2	45.5
Craftsman	5.7	16.7
Never worked	19.3	—

NEW ORLEANS, LOUISIANA

POPULATION

July 1966 (estimate for SMSA*)	1,044,000	
Average annual percent increase, 1960-1965	2.2	
Net increase, 1960-1966		
Number	137,000	
Percent	15.0	
Components of change, 1960-1966		
Births	149,000	
Deaths	60,000	
Net migration	47,000	
Projections, 1975	1,155,000	
Population increase, 1965-1975	183,000	
Average annual percent increase, 1965-1975	1.7	
Population for central city only		
1960	627,525	
Estimated 1965	668,489	
Projected 1970	712,000	
Projected 1975	758,000	
Nonwhite for central city only	Number	Percent of total
1960	234,931	37.4
Estimated 1965	259,678	38.8
Projected 1970	301,600	42.3
Projected 1975	356,500	47.0

POVERTY INDICES (1960 census)

1. By central city and surrounding area

	In central city	Outside central city
Number of families	152,518	58,643
Percent in Poverty Areas*	67.1	37.0
Percent below poverty level*	25.6	16.0

2. By race

	White families	Nonwhite families
Number	153,607	57,554
Percent in central city	66.3	88.1
Percent in Poverty Area	46.0	92.6
Percent below poverty level	12.4	51.1

Percent of nonwhite occupied rental housing substandard	47
Children in families below poverty level (central city and outside area)	
Under 6 years	48,229
6 to 17 years	64,108

For definitions, see page 20.

NEW ORLEANS, LOUISIANA

DROPOUTS (1960 census)

Persons 25 years and over	471,335
Number not completing high school	302,762
Percent not completing high school	64
Nonwhite 25 years and older	128,298
Number not completing high school	102,419
Percent not completing high school	85

EMPLOYMENT

Employees on nonagricultural payrolls by industrial division, April 1968

	Number (in thousands)	Percent
Mining	14.1	3.8
Contract construction	26.6	7.2
Manufacturing	57.8	15.7
Transportation and public utilities	47.4	12.9
Wholesale and retail trade	87.7	23.8
Finance, insurance, and real estate	21.1	5.7
Services	63.7	17.3
Government	49.8	13.6
Total	368.2	

UNEMPLOYMENT

Unemployment for the New Orleans SMSA as of November 1968

Number	17,500
Rate	4.1

U.S. Department of Labor, Special Survey November 1966
Five New Orleans Areas
Central City, Irish Channel, Lower Ninth Ward, Desire, Florida Avenue

Population	123,672
Unemployment rate	10
Percent unemployed not graduating from high school	68
Percent unemployed with less than 8 years of school	30
Unemployment rate for teenagers (16-19 years)	34.7
Nonparticipation rate (20-64 years, male) not working nor looking for work	13.2

The explanations offered by the unemployed themselves, or their families, are significant in terms of the "principal reasons" they themselves identify:

- 21.4 percent said they lacked the required skills
- 14.6 percent felt they had insufficient education
- 14.6 percent said that no jobs were available
- 22.3 percent thought employers considered them either too young or too old
- 6.8 percent gave reasons of health or disability
- 1.9 percent cited personal problems such as bad debts or police records

The occupations last held by the unemployed in the survey also point to one of the reasons for difficulty in getting and keeping good, stable jobs. When occupational experience is compared with job vacancies, the imbalance between skills in the slums and the demand for those skills is evident.

Occupation	November 1966 Percent of Total Unemployed	April, 1965 Percent of Total Vacancies
Laborer	13.0	15.4
Service worker	36.9	10.8 1/
Operative	9.1	11.6
White collar	13.2	45.5
Craftsman	5.7	16.7
Never worked	19.3	——

1/ Excludes domestics.

Though these vacancy figures from the Louisiana State Employment Service were not collected at the same time as the recent survey, they provide an adequate basis for rough comparison. Whereas 60 percent of the unemployed were last in laborer, service, or operative jobs; only 38 percent of the vacancies, exclusive of domestic service openings, were in these occupations. On the other hand, these vacancy statistics reveal a heavy demand in New Orleans for white-collar workers, a category in which very few (13.2 percent) of the unemployed residents of the slums surveyed have had experience.

POPULATION AND EMPLOYMENT PROJECTIONS
(National Planning Association)

	Average annual rate of growth (%)	
	1950-62	1962-75
Employment	1.4	2.5
Population	2.7	2.3
Income	3.9	4.5
Per capita income	1.2	2.2

"A parish with 39,000 persons was added to the area definition in 1962. This area is projected to grow at a faster pace than its major market areas, the States of Louisiana, Arkansas, Texas, Tennessee, Alabama and Mississippi, as it has in the past. The area's growth is expected to be supported by mining, ship building, and water transportation, and also by its role as a trade and financial center." (National Planning Association, Economic and Demographic Projections for 224 Metropolitan Areas - Report No. 67-R-1 p. 75)

Projections for 1975 Employment (in thousands)

	1962	1975	Average annual rate of change (1962-1975)
Industry			
Agriculture	0.9	0.6	-3.1
Mining	9.3	9.8	0.4
Construction	22.3	33.7	3.2
Manufacturing	47.3	60.2	1.9
Transportation, communication and public utilities	42.3	45.9	0.6
Trade	86.9	119.9	2.5
Retail	57.2	77.4	2.4
Wholesale	29.7	42.5	2.8
Finance, insurance and real estate	20.1	30.9	3.4
Services	58.0	93.6	3.8
Government	37.9	52.5	2.5
Federal	11.8	12.4	0.4
State and local	26.1	40.1	3.4
Total civilian employment	325.0	447.0	2.5
Nonagricultural employment	324.1	446.4	2.5

NEW ORLEANS
VOCATIONAL EDUCATION PROGRAMS

	Adult Enrollment	Secondary Enrollment	Post-Secondary Enrollment
Jefferson Parish Vocational-Technical School			
Air-Conditioning & Refrigeration	x	x	x
Auto Mechanics	x	x	x
Electronic-Communications Technology		x	x
Industrial Drafting	x	x	x
Office Occupations	x	x	x
Practical (Vocational) Nurse			x
Welding	x	x	x
Auto Body & Fender Repair			x
Industrial Engines	x		x
Nurse Aide	x		
Supervisory Training	x		
Orleans Area Vocational-Technical School			
Auto Mechanics	x		x
Carpentry			x
Commercial Cooking & Baking			x
Cosmetology			x
Electronic Communications			x
Sheet Metal			x
Office Occupations	x		x
Small Engine Repair	x		
Radio-Television Repair	x		
Drafting	x		
Welding	x		
Nurse Aide	x		
Orleans Parish Schools (Secondary)			
L. E. Rabouin Vocational High School			
Cosmetology		x	
Commercial Art		x	
Practical (Vocational) Nurse		x	x

	Adult Enrollment	Secondary Enrollment	Post-Secondary Enrollment
Booker T. Washington Senior High School			
Masonry		x	
Cosmetology		x	
Shoe Repairing		x	
Metal Trades		x	
Carpentry		x	
Practical (Vocational) Nurse			x
Warren Easton Senior High School			
Drafting		x	
G. W. Carver Senior High School			
Auto Mechanics		x	
Masonry		x	
Delgado College (Under the Control of State Board of Education)			
Engineering Related			x
Aeronautical Technology			x
Architectural Technology			x
Automotive Technology			x
Civil Technology			x
Electronics Technology			x
Mechanical Technology			x
Petroleum Technology			x
Air Conditioning Technology			x
Safety Engineering Technology			x
Office Occupations			x
Appliance Repair	x		x
Blueprint Reading	x		
Commercial Art	x	x	x
Commercial Fishery	x	x	x
Carpentry	x	x	x
Electricity	x	x	x
Painting & Decorating	x		x
Plumbing & Pipefitting	x	x	x
Glazier	x		
Roofers	x		
Drafting	x	x	x
Electronics		x	x

Delgado College (Continued)

	Adult Enrollment	Secondary Enrollment	Post-Secondary Enrollment
Radio-Television	x		x
Graphic Arts	x		
Instruments Maintenance & Repair	x		
Machine Shop	x		x
Metal Trades	x		
Sheet Metal	x	x	x
Welding	x	x	x
Quantity Food Occupations		x	x
Refrigeration	x	x	x
Stationary Energy Sources	x		
Millwork & Cabinetmaking	x	x	x

MANPOWER DEVELOPMENT AND TRAINING PROGRAMS - Fiscal Year 1967

Clerk Typist New Orleans Draughons Bus. College	40 Trainees
Automobile Mechanic State Department of Education	20 Trainees
Presser, Machine Louisiana State Department of Education	20 Trainees
Bookkeeper Meadows Draughon Bus. College	20 Trainees
Automobile Body Repairman State Department of Education	20 Trainees
Salesperson, General Louisiana State Department of Education	20 Trainees
Clerk Typist Louisiana State Dept. of Education	40 Trainees
Stenographer St. Mary's Dominican College	90 Trainees

NEW ORLEANS, LOUISIANA
Concentrated Employment Programs
Fiscal Year 1967

	Funding
Manpower, Development and Training	$1,991,201
Neighborhood Youth Corps	600,000
New Careers	999,341
Special Impact	997,610
Total	$4,588,152

Refunded FY 1969

Manpower, Development and Training	$1,159,950
Economic Opportunity Act	2,070,236
Total	$3,230,186

NEW YORK CITY

Highlights

Due to its size and location, its economic structure, its world position in communication and the arts, New York City is unique among American cities. As the site of the central offices of many national business concerns, its role as a financial and commercial center continues to increase. As the home of the United Nations, New York is a center of world politics.

New York City has a population of nearly 8 million and is projected to grow at a moderate rate. Approximately 1 million reside in slum areas. Traditionally New York has been a receiving city for the poor--first from Europe, and now from the rural South and Puerto Rico.

Poverty Indices

Metropolitan Area	Number of Families	Percent in Central City	Percent in Poverty Areas	Percent Below Poverty Level
In Central City	2,079,832		29.1	12.8
Outside Central City	727,771		2.5	6.1
White Families	2,516,341	72.2	16.6	9.4
Nonwhite Families	291,262	90.6	71.1	25.6

Increasingly, as a result of technological growth, the job requirements needed to share in America's prosperity have become more demanding. Many more of those lacking skills to compete effectively find themselves remaining at the bottom rungs of the ladder. It is recognized that the problems of New York City are national concerns, as are the problems of poverty in other urban centers.

Although New York City is a great creator of jobs of all kinds, there is a continuing problem of mobilizing and creating in the lower-skilled labor force the capability of handling some of the growing and important work needs. For example, there are many potential employment opportunities for semi-skilled people in a new housing rehabilitation and maintenance industry or in health services to relieve trained personnel from routine tasks. The means need to be found through which large numbers of slum residents, particularly the younger ones, can first gain appropriate skills and secondly find steady jobs in worthwhile pursuits.

In the slum areas, unemployment is close to twice the City-wide average. While unemployment among whites is primarily among older workers (over 40), among the Negro and Puerto Rican workers it is both the young and middle-aged who cannot find jobs. As time goes on, the number of potential unemployed or underemployed people in these areas will increase, mainly because the kinds of unskilled and semi-skilled jobs they now hold are disappearing. Laborers, operatives and service workers are the largest categories among the residents of the ghetto areas, while professional and white collar categories are low. There are all too few residents of these areas who have the ability to take advantage of the shift in the New York City economy from manufacturing to white collar and service industries. New York has lost close to 200,000 jobs in manufacturing since World War II.

Many residents of Central Brooklyn, the South Bronx, and Harlem are now faced with the critical problems of unemployment and underemployment. Few have skills which can be applied to the new technologies required for many job vacancies. They are not finding training programs which are geared to long term labor market needs and which provide individual job placement in positions which will develop into meaningful careers. Many of them are handicapped by inadequate education and/or insufficient facility with the English language. Some have severe physical disabilities which limit their employability. Others cannot negotiate the network of applications, interviews, and tests necessary to fill even an entry-level position in many industries. A mother with small children must often remain unemployed because day care facilities for her children are not available.

Getting into the job market is made more difficult by the lack of coordinated mechanism for providing the training needed to enable any employable man or woman to get and hold a job. Further problems grow out of restrictive labor union practices which discriminate against non-white workers. According to New York City's Model Cities proposal, the operations of the State Employment Service and other institutions for helping people find jobs have not had a notable impact on people in these areas.

To conquer the massive employment problems of the ghetto a manpower program must be easily accessible, comprehensive, continuous, and related at all times to individual needs. It must be able to recruit those who have all but given up. It must be able to affect negative pre-vocational attitudes. It must attract private industry, with its employable demands, and must work with employers to simplify job qualifications procedures and develop long-range career lines for newly trained persons. It must place its clients in jobs which represent real and lasting opportunity.

New York City has one of the most extensive systems of vocational education and training of all major cities. Programs are offered at every educational level, including many skills centers which operate training courses in various fields. Yet, vocational training has difficulties keeping pace with the shifting outlook for employment. High school programs designed to train people for employment in New York often cannot respond adequately and rapidly to the changes in job opportunities for the city's youth.

NEW YORK, NEW YORK

POPULATION

July 1966 (estimate for SMSA*)	11,410,000
Average annual percent increase, 1960-1965	1.2
Net increase, 1960-1966	
Number	716,000
Percent	6.7
Components of change, 1960-1966	
Births	1,363,000
Deaths	721,000
Net migration	74,000

Projections, 1975	12,484,000
Population increase, 1965-1975	1,118,000
Average annual percent increase, 1965-1975	0.9

Population for central city only	
1960	7,781,984
Estimated 1965	7,902,132
Projected 1970	7,955,000
Projected 1975	7,985,000

Nonwhite for central city only	Number	Percent of total
1960	1,141,322	14.6
Estimated 1965	1,479,300	18.7
Projected 1970	1,806,900	22.7
Projected 1975	2,045,500	25.6

POVERTY INDICES (1960 census)

1. By central city and surrounding area

	In central city	Outside central city
Number of families	2,079,832	727,771
Percent in Poverty Areas*	29.1	2.5
Percent below poverty level*	12.8	6.1

2. By race

	White families	Nonwhite families
Number	2,516,341	291,262
Percent in central city	72.2	90.6
Percent in Poverty Area	16.6	71.1
Percent below poverty level	9.4	25.6

Percent of nonwhite occupied rental housing substandard	35
Children in families below poverty level (central city and outside area)	
Under 6 years	218,640
6 to 17 years	311,118

For definitions, see page 20.

DROPOUTS (1960 census)

Persons 25 years and over	6,632,377
Number not completing high school	3,902,357
Percent not completing high school	59
Nonwhite 25 years and older	721,960
Number not completing high school	474,962
Percent not completing high school	68

EMPLOYMENT

Employees on nonagricultural payrolls by industrial division, April 1968
New York City only

	Number (in thousands)	Percent
Mining	2.5	0.1
Contract construction	106.8	2.9
Manufacturing	840.0	22.6
Transportation and public utilities	326.6	8.8
Wholesale and retail trade	755.0	20.3
Finance, insurance, and real estate	422.6	11.3
Services	742.0	19.9
Government	527.2	14.2
Total	3722.7	

UNEMPLOYMENT

Unemployment in New York SMSA as of November 1968

Number	175,200
Rate	3.2

Unemployment in New York SMSA age and sex, 1967 annual averages

	Men 20 and over	Women 20 and over	Both sexes 16-19
Estimated number	82,000	55,000	35,000
Rate	3.0	3.5	12.4

Unemployment in New York's central city,1967 annual averages

	Total	Nonwhite
Estimated number	137,000	29,000
Rate	4.1	5.3

New York, New York (continued)

U. S. Department of Labor, Special Survey November 1966
Slum Areas

	Central Harlem	East Harlem	Bedford-Stuyvesant
Population	187,635	119,830	219,048
Unemployment rate	8.1	9.0	6.2
Teenage unemployment rate	27.8	25.1	20.0
Percent unemployed with less than 12 years of school	54.0	80.0	72.0
Percent unemployed with less than 8 years of school	18.1	35.6	22.6
Percent unemployed indicating lack of training or education	42.7	45.0	52.0
Percent unemployed willing to take on-the-job training	75.0	75.0	83.0
Percent unemployed willing to return to school	58	49	61

The occupations last held by the unemployed in the survey point to another reason for difficulty in getting and keeping good, stable jobs. When occupational experience is compared with job vacancies, the imbalance between skills in the slums and the demand for those skills is evident.

Occupations	Job Vacancies in New York (April 1966)	The Unemployed in the Three Areas (November 1966)
White Collar	43.7%	13.6%
Craftsmen	12.6	2.8
Operatives	24.1	14.7
Laborers	7.6	21.5
Service	11.9	16.6
Farm	0.1	0
Never worked	—	13.5
Not reported	—	17.3
Total	100.0	100.0

Though these vacancy figures from the New York Department of Labor were not collected at the same time as the recent survey, they provide an adequate basis for rough comparison. Between 50 to 60 percent of unfilled openings were for white-collar workers or craftsmen, while only 16 percent of the jobless were last employed in these positions. At the other end of the spectrum, over half the unemployed either were formerly employed as laborers or service workers or never worked at all, while less than 20 percent of the unfilled openings or job vacancies were for jobs in these occupations.

It is clear that the slum unemployment situation is strongly affected by "job market" circumstances.

* There is unquestionably a shortage of unskilled jobs in, or even near, the slum areas. In a four-day survey of traffic by Employment Service interviewers, 58 percent of those interviewed were thought ready for employment if only jobs were available.

* The unskilled jobs that are available are characteristically low-paying--below the level necessary to live decently.

* New plant locations along with the new jobs are increasingly built around the perimeter of New York City, far away from the slums. The present transportation systems are often too expensive to bring the slum residents to these jobs. The New York City Traffic Commission estimated that public transportation from Harlem to typical suburban job sites in Westchester County or Staten Island or Long Island would cost a worker $40 a month--$50 a month from Bedford-Stuyvesant.

* Production jobs within the City are declining in number. Examples: 2 13 percent drop in apparel manufacturing in five years; a 17 percent drop in food processing over the same period.

NEW YORK, NEW YORK

New York - N.E. New Jersey SCA (Standard Consolidated Area)

POPULATION AND EMPLOYMENT PROJECTIONS
(National Planning Association)

Average annual rate of growth (%)

	1950-62	1962-75
Employment	1.5	1.5
Population	1.4	1.0
Income	2.8	3.3
Per capita income	1.3	2.3

"This consolidated metropolitan area is projected to grow at a slower pace than the average for all metropolitan areas in the United States, just as it has in the past. This relatively slow growth in population projected for the area is related to the general shift in markets toward the West which is expected to continue." (National Planning Association, Economic and Demographic Projections for 224 Metropolitan Areas - Report No. 67-R-1 p. 46)

Projections for 1975 Employment
(in thousands)

	1962	1975	Average annual rate of change (1962-1975)
Industry			
Agriculture	24.0	21.2	-0.9
Mining	5.0	4.5	-0.8
Construction	322.9	507.6	3.5
Manufacturing	1894.2	2181.6	1.1
Transportation, communication and public utilities	520.4	452.4	-1.1
Trade	1431.4	1715.2	1.4
Retail	953.3	1193.3	1.7
Wholesale	478.1	521.9	0.7
Finance, insurance and real estate	521.7	676.0	2.0
Services	1048.9	1373.0	2.1
Government	670.5	903.1	2.3
Federal	155.4	138.9	-0.9
State and local	515.1	764.2	3.1
Total civilian employment	6439.0	7834.6	1.5
Nonagricultural employment	6415.0	7813.4	1.5

NEW YORK CITY
Vocational Courses Offered in High School
1967

Commercial Subjects	Enrollments	Number of Classes
Business Arithmetic	13,258	481
Business Training	1,606	65
Record Keeping	12,094	458
Commercial Law	5,535	1,885
Bookkeeping	23,618	830
Distributive Education	18,496	643
Clerical Practice	11,037	442
Business Machines	5,328	209
Stenography	22,183	794
Typewriting and Transcription	47,816	1,657
Secretarial Practice		
Secretarial Practice	1,960	75
Clothing & Textiles	4,467	221
Foods & Household Care	6,085	298
Family Living	783	33
Home Nursing	5,437	241
Required, Elective & Major Art		
Required Art	48,961	14,538
Basic Art	8,761	331
Adv. Art & Applied Art	7,285	341
Modeling, Sculpture, Etc.	1,276	63
Theatre Arts & History of Art	2,343	96

3

NEW YORK CITY

Trades and Industry Oriented Programs In High School, September 1967

Vocational Education Courses Offered	Total No. of Girls	Total No. of Boys	Pre-Employment	
			Boys	Girls
9th Year Exploratory	3,239	5,260		
Auxiliary Health Asst.	718			
Auto Mechanics		2,572	36	
Automatic Heat. Mech.		169		
Aviation Mechanics		2,440		
Baking		141		
Cosmetology	2,143			
Cafeteria-Tea Rm. Tr.	48			
Business Machine Maint.		55		
Cabinet Making		666		
Cafeteria & Catering		192		
Carpentry		325		
Clock & Watch Mech.		53		
Commercial Art	627	854		
Commercial & Domes. Refrig.		74		
Commercial Photography	161	114		
Computer Technology			45	
Cost. Desgn. Illus. & Drap.	440	26		
Dental Lb. Process		101		
Equipment Repair		45		
Dentists Office Asst.	99			
Elect. Install & Prac.		2,798		
Fashion Design (Tech.)	176	10		
Fashion Design (Voc.)	194	9		
Fashion Merchandising	125			
Foundry Work		23		
Fur Manufacturing	28	23		
Hair Dressing		47		
Health Careers	1,121			
Interior Decoration	104	8		
Industrial Design	12	101		
Physicians & Tech. Asst.	281			
Practical Nursing	425			
Jewelry Design & Mfg.		102		
Machine Shop Pract.		734	16	

Vocational Education Courses Offered	Total No. of Girls	Total No. of Boys	Pre-Employment Boys	Pre-Employment Girls
Maritime Occupations		331		
Meat Merchandising		72		
Men's Clothing Mfg.		61		
Optical Mechanics		56		
Plumbing		281		
Printing		1,344	30	
Radio T.V. Mech.		2,135		
Sculp. & Stone Carv.	26	6		
Sheet Metal Work		196		
Technical Courses		1,764		
Textile Design	45	5		
T.V. Broadcast, Tech.			27	
Upholstery		121		
Women's Apparel Mfg.	1,350	85		
Woodworking (Gen.)		928		
Acct. & Bus. Practice	415	315		
Clerical	283	11		
Gen. Commercial	2,061	124		
Distributive Ed.	698	132		
Secretarial Sten-Typ.	2,397	32		
Secretarial Mdse/sales	38			
CRMD Students	47	18		
Others	31	15		
Total	17,332	24,986	154	

There are no pre-employment post-high school courses for girls.

Trade Dressmaking, Women's Garment Machine Operating, Women's Garment Manufacturing and Women's Tailoring have been grouped under "Women's Apparel Manufacturing" as one item.

NEW YORK CITY
ADVISORY BOARD FOR VOCATIONAL AND EXTENSION EDUCATION
Courses in Vocational Schools

Air Conditioning and Refrigeration

Manhattan Vocational High School

Art and Design (All phases)

H.S. of Art and Design
Grace Dodge Vocational H.S.
Thomas Edison Vocational H.S.
William Maxwell Vocational H.S.
Woodrow Wilson Vocational H.S.

Automatic Heating Mechanics

Thomas Edison Vocational H.S.
William Grady Vocational H.S.
Alfred Smith Vocational H.S.

Automotive (All areas of auto repair, etc.)

Automotive Vocational H.S.
Thomas Edison Vocational H.S.
William Grady Vocational H.S.
Ralph McKee Vocational H.S.
Alfred Smith, Vocational H.S.
Woodrow Wilson Vocational H.S.

Aviation Mechanics

Aviation High School
East New York Vocational H.S.

Business Machine Repair

Metropolitan Vocational H.S.

Carpentry and Woodworking

Chelsea Vocational H.S.
East New York Vocational H.S.
Thomas Edison Vocational H.S.
William Grady Vocational H.S.
Alexander Hamilton Vocational H.S.
Manhattan Vocational H.S.
Ralph McKee Vocational H.S.

Metropolitan Vocational H.S.
Alfred Smith Vocational H.S.
George Westinghouse Vocational H.S.
Eli Whitney Vocational H.S.
Woodrow Wilson Vocational H.S.

Chemistry (Industrial)

Thomas Edison Vocational H.S.

Clerical (Steno, Typing, Bookkeeping, Office Occupations, etc.)

Jane Addams Vocational H.S.
Mabel Dean Bacon Vocational H.S.
Clara Barton Vocational H.S.
Central Commercial H.S.
Grace Dodge Vocational H.S.
William Grady Vocational H.S.
Sarah Hale Vocational H.S.
Jamaica Vocational H.S.
Queens Vocational H.S.
William Maxwell Vocational H.S.
Ralph McKee Vocational H.S.
George Westinghouse Vocational H.S.
Eli Whitney Vocational H.S.
Woodrow Wilson Vocational H.S.
Yorkville Vocational H.S.

Clock and Watch Mechanics

George Westinghouse Vocational H.S.

Dental Office Assistant

Mabel Dean Bacon Vocational H.S.

Dental Laboratory Processing

George Westinghouse Vocational H.S.

Doctor's Office Assistant

Mabel Dean Bacon Vocational H.S.
Clara Barton Vocational H.S.
Grace Dodge Vocational H.S.
Jamaica Vocational H.S.

Drafting

Alexander Hamilton Vocational H.S.
Manhattan Vocational H.S.
Alfred E. Smith Vocational H.S.

Electrical Installation and Practice

Chelsea Vocational H.S.
East New York Vocational H.S.
Thomas Edison Vocational H.S.
Samuel Gompers Vocational H.S.
William Grady Vocational H.S.
Alexander Hamilton Vocational H.S.
Ralph R. McKee Vocational H.S.
Metropolitan Vocational H.S.
Queens Vocational H.S.
George Westinghouse Vocational H.S.
Eli Whitney Vocational H.S.
Woodrow Wilson Vocational H.S.

Electronics (Including Radio and T.V.

Chelsea Vocational H.S.
East New York Vocational H.S.
Thomas Edison Vocational H.S.
Samuel Gompers Vocational H.S.
William Grady Vocational H.S.
Metropolitan Vocational H.S.
Queens Vocational H.S.
George Westinghouse Vocational H.S.
Eli Whitney Vocational H.S.
Woodrow Wilson Vocational H.S.

Fashion Industries (Dressmaking, Millinery, Costume Design, etc.)

Jane Addams Vocational H.S.
Clara Barton Vocational H.S.
High School of Fashion Industries
Sarah Hale Vocational H.S.
Jamaica Vocational H.S.
William Maxwell Vocational H.S.
Ralph McKee Vocational H.S.
Eli Whitney Vocational H.S.
Woodrow Wilson Vocational H.S.

Floristry

Central Commercial

Food Trades

Jane Addams Vocational H.S.
Food and Maritime Trades H.S.

Foundry Work

Alexander Hamilton Vocational H.S.
Manhattan Vocational H.S.

Health and Hospital Careers

Jane Addams Vocational H.S.
Mabel Dean Bacon Vocational H.S.
Clara Barton Vocational H.S.
Grace Dodge Vocational H.S.
Sarah Hale Vocational H.S.
Jamaica Vocational H.S.
Queens Vocational H.S.
Eli Whitney Vocational H.S.
Yorkville Vocational H.S.

Jewelry Making

George Westinghouse Vocational H.S.

Machine Shop Practice

East New York Vocational H.S.
Thomas Edison Vocational H.S.
William Grady Vocational H.S.
Alexander Hamilton Vocational H.S.
Manhattan Vocational H.S.
Ralph R. McKee Vocational H.S.
Queens Vocational H.S.
Eli Whitney Vocational H.S.
Woodrow Wilson Vocational H.S.

Maritime Trades

Food and Maritime Trades, H.S.

Optical Mechanics

George Westinghouse Vocational H.S.

Performing Arts (Drama, Dance, Music)

High School of Performing Arts

Photography

H.S. of Art and Design
Grace Dodge Vocational H.S.

Plumbing

Thomas Edison Vocational H.S.
Ralph McKee Vocational H.S.
Queens Vocational H.S.
Alfred Smith Vocational H.S.

Printing

Thomas Edison Vocational H.S.
Alexander Hamilton Vocational H.S.
Ralph McKee Vocational H.S.
Metropolitan Vocational H.S.
New York School of Printing
Queens Vocational H.S.
Eli Whitney Vocational H.S.

Sheet Metal Work

Alexander Hamilton Vocational H.S.
Manhattan Vocational H.S.
Ralph McKee Vocational H.S.
Queens Vocational H.S.
Alfred Smith Vocational H.S.

Upholstery

High School of Fashion Industries
Eli Whitney Vocational H.S.

THE CITY UNIVERSITY OF NEW YORK
COMMUNITY COLLEGES-SPRING 1968

Vocational Education Programs Offered	Enrollments		Total
	Day	Evening	
Matriculated for A.A.-A.S.			
Degree & Transfer Programs	7,807	1,498	9,305
Lib. Arts & Sciences	6,373	1,268	7,641
Pre-Engineering	694	87	781
Prep. in Bus., Bus. Admin.	649	126	775
Teaching of Bus. Subj.	24	9	33
Performing Arts-Music	9	2	11
Pre-Pharmacy	21	6	27
Computer Science	15		15
Industrial Lab. Tech	22		22
Matrics. for A.A.S. Degree Career Programs	6,787	2,540	9,327
Advertising	49		49
Accounting	744	669	1,413
Banking	164	1	165
Bus. Admin.	356	119	475
Chem. Tech.	158	39	197
Civil Tech.	63	7	70
Commercial Art	148	41	189
Construction Tech.	156	99	255
Data Processing	321	57	378
Dental Hygiene	147		147
Dental Lab. Tech.	82		82
Design Drafting Tech.	94	3	97
Education Assistant		52	52
Electrical Tech.	589	294	883
Electro-Mechanical	62		62
Fire Science	105	8	113
Graphic Arts & Adv. Tech.	127	132	259
Hotel Tech.	192	20	212
Marketing	554	261	815
Mechanical Tech.	317	124	441
Med. Emerg. Tech.	12		12
Med. Lab. Tech.	249	164	413
Nursing	1,197	52	1,249
Opthalmic Dispensing	26		26
Recreation Leadership	23		23
Retail Bus. Management	85	50	135
Secretarial Science	737	348	1,085
Traffic & Shipping	6		6
X-Ray & Shipping	6		6
Total Enrollment	14,594	4,038	18,632

THE CITY UNIVERSITY OF NEW YORK
COMMUNITY COLLEGES-FALL 1967
POST-SECONDARY LEVEL

Vocational Education Programs Offered	Enrollments Day	Enrollments Evenings	Total
Liberal Arts and Science	6,305	1,215	7,520
Pre-engineering	827	85	912
Prep. in Bus., Bus. Adm.	570	72	642
Teaching of Bus. Subj.	33	11	44
Performing Arts-Music	17	1	18
Indus. Lab. Tech.	16	1	17
Pre-Pharmacy	23	7	30
Advertising	36	5	41
Accounting	907	730	1,637
Banking	45	4	49
Bus. Admin.	652	156	808
Chemical Tech.	163	58	221
Civil Tech.	67	3	70
Commercial Art	184	60	244
Construction Tech.	185	106	291
Data Processing	325	38	363
Dental Hygiene	141	1	142
Dental Lab. Tech.	107	1	108
Design Drafting Tech.	86		86
Elect. Tech.	701	303	1,004
Electro. Mechanical Tech.	77	1	78
Fire Science	80	12	92
Graphic Arts. and Adv. Tech.	140	143	283
Hotel Tech.	175	24	199
Marketing	582	288	870
Mechanical Tech.	393	154	547
Med. Emerg. Tech.	25		25
Med. Lab. Tech	297	165	462
Nursing	1,326	42	1,368
Ophthalmie Dispensing	33		33
Real Estate	1		1
Recreation Leadership	14		14
Retail Bus. Mgmt.	124	50	174
Secretarial Science	880	346	1,226
Traffic and Shipping	1		1
X-Ray Tech.	39		39
Total Enrollment	15,577	4,082	19,659

ADULT PROGRAMS NEW YORK CITY - 1967-68

Evening Trades

Commercial Subjects	3,075
Carpentry	525
Sheet Metal	332
Electrical Trades	3,393
Air Cond. & Ref.	555
Welding	246
Machine Shop	543
Plumbing	460
Electronics	346
Painting	144
Automotive Trades	1,671
Radio & TV Mech.	664
Printing	2,263
Optical Mech.	39
Jewelry Mech.	57
Cosmetology	289
Fashion Industries	2,812
Food Trades	706
Food Sanitation	1,075
Civil Service *	6,208
Total	25,405

* These are upgrading programs for hospital workers, firemen, transit authority personnel, supervisors of clerks, air pollution inspectors, and so on.

Agriculture

Number enrolled, 1967-68	117
Graduates, June, 1968	27

NEW YORK, SMSA
MANPOWER DEVELOPMENT AND TRAINING PROGRAMS, Fiscal Year 1967

Various Occupations Training Resources for Youth, Inc.	600 Trainees
Marine Engineering Officer N.Y. Marine Towing Transport. Assoc.	350 Trainees
Stenographer Monroe Business Institute, Inc.	100 Trainees
Nurse, General Duty Bronx Municipal Hospital Center	25 Trainees
Typist Merchants and Bankers Bus. Sec. Sch.	200 Trainees
Machine Operator, General Saunders Trade and Tech. High School	36 Trainees
Pre-Vocational Adjustment Harlem Teams Harlem Teams for Self Help, Inc.	500 Trainees
Pre-Vocational Training Rikers Island Adult Training Center	240 Trainees
Lathe Operator, Production Brooklyn YMCA Trade School	55 Trainees
Multiple Spindle Drill Press Operator Brooklyn YMCA Trade School	50 Trainees
Structural Steel Worker Manhattan Voc. Tech. High School	50 Trainees
Electrician, Second Joseph Curran Annex	80 Trainees
Able Seaman Joseph Curran Annex	260 Trainees
Refrigeration Engineer Joseph Curran Annex	120 Trainees
Machinist Joseph Curran Annex	15 Trainees
Fireman-Water Tender Joseph Curran Annex	260 Trainees
Cook, Chef Joseph Curran Annex	40 Trainees
Cook, Ship Joseph Curran Annex	40 Trainees
Patrolman Board of Education	100 Trainees
Nurse, Practical Morrisania Hospital	300 Trainees
Nurse, Practical Brooklyn Board of Education	300 Trainees
Project Camp New York City Youth Board	225 Trainees
Roundsman Brooklyn Adult Training Center	100 Trainees
Statistical Machine Serviceman Geor. Westinghouse Voc. Tech. H.S.	60 Trainees
Stock Clerk, Sales Clerk Mid-Manhattan Adult Training Center	100 Trainees

Stock Clerk, Sales Clerk Mid-Manhattan Adult Training Center	90 Trainees
Foundry Workers Syracuse City School	220 Trainees
Baker Board of Education City of New York	60 Trainees
Salesperson, Food New York Institution of Dietetics	200 Trainees

South Bronx, New York
Concentrated Employment Program
Fiscal Year 1967

	Funding
Manpower, Development and Training	$2,994,086
Neighborhood Youth Corps	596,760
New Careers	1,000,000
Special Impact	69,693
Total	$4,660,539

Refunded FY 1969

Manpower, Development and Training	$ 988,331
Economic Opportunity Act	1,711,669
Total	$2,700,000

SAN FRANCISCO, CALIFORNIA

Highlights

San Francisco's total population is growing at a moderate rate. Its central city nonwhite population is rapidly growing and is projected to be 31.0 percent of the total in the central city by 1975. It had a net migration gain of 116,000 people in the metropolitan area between 1960 and 1966.

The economy of the San Francisco area is a unique mixture of transportation, government, tourism, trade, and some manufacturing. The majority of workers are employed in wholesale and retail trade and government.

The unemployment rate averaged 5.8 between January and September 1967, 5.0 for whites and 10.2 for nonwhites. In the Fillmore-Mission district of San Francisco, a slum area, where 47,296 people live, the unemployment rate was 11 percent in 1966 and the unemployment rate for teenagers was 35.7 percent.

Like other American cities, San Francisco has a number of families living in Poverty Areas with incomes below poverty level:

			Poverty Indices	
Metropolitan Area	Number of Families		Percent in Poverty Areas	Percent Below Poverty Level
In Central City	279,220		25.5	12.1
Outside Central City	427,766		3.4	8.3
		Percent in Central City		
White Families	631,123	36.0	7.4	8.1
Nonwhite Families	75,863	68.5	51.9	24.1

The occupations last held by the unemployed in the Fillmore-Mission district point to one of the reasons for difficulty in getting and keeping stable jobs. When occupational experience is compared with job openings reported to the Public Employment Service, the imbalance between the skills of the unemployed and the current demand is evident.

Occupation	Employment Service Unfilled Openings	Fillmore-Mission Unemployed
Total	100.0%	100.0%
White collar	43.6	19.1
Craftsmen	13.7	9.9
Operatives	9.1	11.2
Laborers	6.3	13.8
Service	27.1	19.7
Farm	0.2	1.3
Never worked	___	14.5
Occupation not reported	___	10.5

San Francisco had an enrollment of 27,077 students in vocational education programs 1967-68. 10,421 were enrolled in adult vocational preparatory classes with over 7,000 in office occupations.

SAN FRANCISCO, CALIFORNIA

POPULATION

July 1966 (estimate for SMSA*)	2,958,000
Average annual percent increase, 1960-1965	2.0
Net increase, 1960-1966	
Number	309,000
Percent	11.7
Components of change, 1960-1966	
Births	355,000
Deaths	162,000
Net migration	116,000

Projections, 1975	3,755,000
Population increase, 1965-1975	674,000
Average annual percent increase, 1965-1975	2.0

Population for central city only	
1960	740,316
Estimated 1965	749,900
Projected 1970	730,000
Projected 1975	730,000

Nonwhite for central city only	Number	Percent of total
1960	135,913	18.3
Estimated 1965	165,000	22.0
Projected 1970	190,100	26.0
Projected 1975	227,000	31.0

POVERTY INDICES (1960 census)

1. By central city and surrounding area

	In central city	Outside central city
Number of families	279,220	427,766
Percent in Poverty Areas*	25.5	3.4
Percent below poverty level*	12.1	8.3

2. By race

	White families	Nonwhite families
Number	631,123	75,863
Percent in central city	36.0	68.5
Percent in Poverty Area	7.4	51.9
Percent below poverty level	8.1	24.1

Percent of nonwhite occupied rental housing substandard	27
Children in families below poverty level (central city and outside area)	
Under 6 years	55,570
6 to 17 years	70,965

SMSA is for San Francisco-Oakland

For definitions, see page 20.

SAN FRANCISCO, CALIFORNIA

DROPOUTS (1960 census)

Persons 25 years and over	1,636,887
Number not completing high school	749,598
Percent not completing high school	46
Nonwhite 25 years and older	177,753
Number not completing high school	100,646
Percent not completing high school	57

EMPLOYMENT

Employees on nonagricultural payrolls by industrial division, April 1968

	Number (in thousands)	**Percent**
Mining	1.6	0.1
Contract construction	59.0	5.0
Manufacturing	190.6	16.1
Transportation and public utilities	127.4	10.8
Wholesale and retail trade	252.2	21.3
Finance, insurance, and real estate	85.9	7.3
Services	198.8	16.8
Government	268.2	22.7
Total	1183.7	

UNEMPLOYMENT

Unemployment in San Francisco-Oakland as of November 1968

Number	55,400
Rate	3.9

Unemployment in San Francisco-Oakland by age and sex, 1967 annual averages

	Men 20 and over	Women 20 and over	Both sexes 16-19
Estimated Number	26,000	29,000	17,000
Rate	3.4	6.1	19.6

Unemployment in the central cities of San Francisco and Oakland 1967 annual averages

	Total	Nonwhite
Estimated number	30,000	14,000
Rate	6.3	9.6

San Francisco, California (Continued)

U.S. Department of Labor, Special Survey November 1966
Fillmore-Mission District

Population	47,296
Unemployment rate	11
Percent unemployed not graduating from high school	48
Percent unemployed with less than 8 years of school	19
Unemployed rate for teenagers (16-19 yrs)	35.7
Subemployment rate	25
Nonparticipation rate (20-64 years, male) not working nor looking for work	12.3

Inadequate and inferior education and training are obviously deep, underlying elements in this situation. About half the unemployed have less than a high school education and most of those who are employed are in jobs that give them little or no training for anything else.

The occupations last held by the unemployed in the survey also point to one of the reasons for difficulty in getting and keeping good, stable jobs. When occupational experience is compared with job openings reported to the Public Employment Service, the imbalance between skills in the slums and the demand for those skills is evident.

Occupation	Employment Service Unfilled Openings	Fillmore-Mission Unemployed
Total	100.0%	100.0%
White collar	43.6	19.1
Craftsmen	13.7	9.9
Operatives	9.1	11.2
Laborers	6.3	13.8
Service	27.1	19.7
Farm	0.2	1.3
Never Worked	—	14.5
Occupation not reported	0	10.5

Fifty-seven percent of the job openings were for white collar workers and craftsmen, while only 29 percent of the unemployed had worked previously in these higher skill occupations.

Many of the unemployed in the surveyed neighborhoods of Fillmore-Mission say they are willing to take concrete steps to improve their chances of getting a decent job. When asked what they would be willing to do to prepare for a job:

- 76 percent said they would be willing to take training on the job.

San Francisco, California (continued)

- More than 50 percent indicated that they would return to school for training if necessary.
- Of those willing to take both types of training, 11 preferred "school," 56 percent preferred "on-the-job" and 31 percent expressed no preference.
- 26 percent said they would live away from home temporarily to take training or to get a job and 20 percent said they would move to another area to get work.

Oakland, California

U.S. Department of Labor, Special Survey November 1966
Oakland-Bayside

Population--	142,000
Unemployment rate-------------------------------	13
Unemployment rate for teenagers-----------------	41
Subemployment rate------------------------------	30
Nonparticipation rate (20-64 years, male) not working nor looking for work---------------	10

The education level differences between Bayside and the rest of Oakland are as follows:

35 percent of the adult population over 24 years of age have no more than an elementary education--compared with 16 percent for the remainder of Oakland.

59 percent had not completed high school--compared with 32 percent for the rest of Oakland.

When occupational experience of Bayside workers is compared to the experience of the remainder of Oakland's workers, an imbalance is evident. Although precise figures on unfilled job-openings in the area are not available, it is estimated that the skills of Bayside's residents do not meet or match the demand.

Occupation	Bayside Workers Occupations	Remainder of Oakland
Professional and managerial	11.7%	36.5%
Clerical and sales	8.9	17.2
Craftsmen	21.5	22.4
Operatives and service	38.3	19.6
Laborers	19.8	4.4
Total	100.0	100.0

Oakland, California (continued)

- Nearly 20 percent of Bayside's workers are laborers, compared with only 4.4 percent of the rest of Oakland's workers.

- Over 75 percent of the city's other workers are in either white collar or craft jobs compared to only 40 percent of Bayside's workers.

The distance travelled to work is also a significant factor, raising some question about equitable hiring practices--one third of the Negro men in Oakland's slums worked outside the city, twice the percentage of white males in the same circumstances.

SAN FRANCISCO, CALIFORNIA

San Francisco-Oakland

POPULATION AND EMPLOYMENT PROJECTIONS
(National Planning Association)

	Average annual rate of growth (%)	
	1950-62	1962-75
Employment	1.7	2.5
Population	1.7	1.5
Income	3.7	3.9
Per capita income	1.9	2.4

"A county with 135,000 persons was deleted from the area definition in 1962 which partly accounts for the slow growth between 1957-62. As in the past the area is projected to grow at a slower pace than its major market area, the Far West region. The area's growth is dependent on government and manufacturing activities, which are growing at a relatively slow rate, and influencing the slow growth in important noncommodity sectors, particularly finance and wholesale trade." (National Planning Association, Economic and Demographic Projections for 224 Metropolitan Areas - Report No. 67-R-1 p. 93)

Projections for 1975 Employment
(in thousands)

	1962	1975	Average annual rate of change (1962-1975)
Industry			
Agriculture	15.0	11.8	-1.8
Mining	1.7	1.5	-1.0
Construction	73.3	94.9	2.0
Manufacturing	182.2	254.0	2.6
Transportation, communication and public utilities	95.7	101.2	0.4
Trade	243.4	299.5	1.6
Retail	158.6	193.0	1.5
Wholesale	84.8	106.5	1.8
Finance, insurance and real estate	81.6	128.4	3.5
Services	235.7	363.0	3.4
Government	205.6	317.6	3.4
Federal	77.1	84.0	0.7
State and local	128.5	233.6	4.7
Total civilian employment	1134.2	1571.9	2.5
Nonagricultural employment	1119.2	1560.1	2.6

SAN FRANCISCO
DEPARTMENT OF EDUCATION
VOCATIONAL EDUCATION SECTION
1967-68

FIELD	SECONDARY	POST-SECONDARY		ADULT*	
		DAY	EXTENDED (Part-time)	PREPARATORY	SUPPLEMENTAR
Agriculture					
Ornamental Horticulture		69	84		
Total		69	84		
Distributive Occupations					
Services		39			
Food Distribution	16	1		17	
General Merchandise	485				
Insurance		42			
Marketing		124			
Real Estate		77	194	58	
Retailing		38			
Transportation		20			
Total	501	341	194	75	
Health Occupations					
Dental Assistant		77			
Dental Lab Technician		37			
Medical Lab Assistant		84	44		
Registered Nurse		84			
Licensed Vocational Nurse				154	
X-ray Technician		46	12		
Total		350	56	154	
Home Economics					
Comprehensive Homemaking				461	
Food Management	47				
Total	47			461	
Office Occupations					
Accounting & Computing	1,666	144	138	1,307	
Business Data Processing	29	121	120		
General Office Clerical	798			2,209	
Stenographic-Secretarial	714	248		2,258	
Typing & Related	1,026			2,122	
Total	4,233	513	258	7,896	

FIELD	SECONDARY	POST-SECONDARY		ADULT*	
		DAY	EXTENDED (Part-time)	PREPARATORY	SUPPLEMENTARY
Technical Education					
Chemical Lab Technician	2	37		4	
Surveyor				9	
Electrical Technician					68
Electronic Technician					98
Automated Equipment Technician					122
Engineering Technician		327	67		
Mechanical Technician					82
Nuclear Technician					19
Course not specified					257
Library Technician		45	26		
Total	2	409	93	13	646
Trades and Industry					
Air Conditioning					30
Gas Appliance Control Repair					118
Household Appliance Repair					
Auto Body Repair					39
Auto Mechanics	104			4	161
Auto Electronic					150
Service Station Attendant	15				
Other Automotive Industry					45
Aircraft Assembly					128
Aircraft Engine Mechanic	123		45	62	
Aircraft Navigation					64
Airplane Stewardess		43			
Blue Print					261
Commercial Art	73	203		25	
Photography		87			
Operating Engineer				18	
Carpentry	28			148	27
Painting & Decorating	22			49	201
Plumbing				164	
Glazing				21	
Roofing				19	
Strength of Material					33
Structural & Ornamental Metal Work				79	
Construction Operations					61

FIELD	SECONDARY	POST-SECONDARY		ADULT*	
		DAY	EXTENDED (Part-time)	PREPARATORY	SUPPLEMENTARY
Trades and Industry Continued......					
Custodian	17			16	138
Diesel Mechanic	31			11	82
Drafting-Architectual					25
Drafting-Mechanical	49			207	52
Tailoring Pattern Drafting					87
Electrician				99	291
Electronic Motor Repair	37			19	
Other Electrical Occupations					58
Telegrapher					50
Radio & Electric Parts					224
Radio Operation & Broadcasting				21	
Electronics Occupation	133			63	211
Dry Cleaning	18			19	96
Foremanship & Supervisor					253
Printing	34	41			155
Printing-Hand Composition					96
Printing-Offset				101	121
Printing-Presswork					13
Instrument Maintenance and Repair					22
Watch Repair	2			28	
Ship Building					41
Ship Fitting					237
Marine Mechanics					232
Marine Pipefitting					204
Marine Sheet Metal					83
Foundry				13	
Tig & Texture					218
Machine Shop	96				203
Sheet Metal	37			112	
Welding	126			74	1,343
Metal Polishing				15	
Plate & Structural Layout					61
Barbering				42	
Hotel Management		194	134		
Plastics Fabricating					36
Fire Science		101	80		
Law Enforcement		232	98		
Teaching Assistant		81	146		
Cook	28			14	
Meat Cutter					

FIELD	SECONDARY	POST-SECONDARY		ADULT*	
		DAY	EXTENDED (Part-time)	PREPARATORY	SUPPLEMENTARY
Trades and Industry Continued.....					
Waiter/Waitress					21
Other Quantity Food	2			41	43
Operation Refrigeration				24	
Dressmaking & Design	15			23	52
Power Sewing				142	120
Shoe Manufacturing & Repair	18			19	
Mill Cabinet Making	31			67	
Carpetlaying				19	
Electroplating				21	
FloorLaying				15	
Industrial Maintenance			43		
Office Machine Repair	15			8	
Teletyping					92
Total	1,054	982	546	1,822	6,278
Grand Total	5,837	2,664	1,231	10,421	6,924

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* Preparatory Students are those enrolled in classes that are preparing them for entry into an occupation.

Supplementary Students are those enrolled in classes designed to upgrade their skills and knowledge in the occupation in which they are currently employed.

SAN FRANCISCO SMSA
MANPOWER DEVELOPMENT AND TRAINING PROGRAMS
Fiscal Year 1967

San Francisco

Nurse, Practical Galileo Adult School, S.F. Galileo	17 Trainees
Various Occupations Heald Business College	100 Trainees
Various Occupations HealdBusiness College	230 Trainees
Nurse, General Duty Pacific Heights Adult School	140 Trainees

On-The-Job-Training

Machinist John O'Connell Voc. High School	40 Trainees

Oakland

Multiple Occupations East Bay Skill Center	501 Trainees
Multiple Occupations East Bay Skill Center	360 Trainees
General Duty, Nurse Peralta Junior College	90 Trainees

On-The-Job-Training

Multiple Occupations) Laney College) Tool and Die Makers) Laney College) Tool and Die Makers) Laney College)	15 Trainees

SAN FRANCISCO, CALIFORNIA
Concentrated Employment Programs
Fiscal Year 1967

	Funding
Manpower Development and Training	$2,052,517
Neighborhood Youth Corps	599,006
New Careers	1,046,581
Special Impact	983,686
Total	$4,681,790

Refunded FY 1969

Manpower Development and Training	$1,233,300
Economic Opportunity Act	2,466,700
Total	3,700,000

OAKLAND, CALIFORNIA

Manpower, Development and Training	$2,354,950*
Neighborhood Youth Corps	599,990
New Careers	720,719
Special Impact	914,419
Total	$4,590,078

Refunded FY 1969

Manpower, Development and Training	$1,333,300
Economic Opportunity Act	2,666,700
Total	$4,000,000

* Includes $1,760,840 funded outside of contract.

WASHINGTON, D. C.

Highlights

Washington, D.C. has grown rapidly in the past decade. The net increase in population 1960-66 for the metropolitan area, was 26.7 percent. A large percentage of the increase was the result of net migration which numbered 304,000 between 1960 and 1966.

The metropolitan area has had a high percentage increase in employment since 1960 with a heavy concentration in government and other service-producing industries. Its rate of growth for the next five years is expected to proceed at a slower pace due to a slackening in Federal employment.

The majority of the District's population is nonwhite. The proportion of nonwhites is projected to increase to 72 percent by 1970.

Like other American cities, Washington, D.C. has its share of families living in Poverty Areas with incomes below poverty level.

Poverty Indices

Metropolitan Area	Number of Families		Percent in Poverty Areas	Percent Below Poverty Level
In Central City	173,695		42.8	16.7
Outside Central City	305,212		3.8	6.0
		Percent in Central City		
White Families	373,409	22.1	5.7	5.3
Nonwhite Families	105,498	86.3	61.3	26.0

Washington, D.C. has one of the lowest unemployment rates of all large urban areas. As of November 1968, its rate was 2.4.

The Washington Technical Institute opened in September 1968, offering post-secondary courses in over 30 fields.

WASHINGTON, D.C.

POPULATION

July 1966 (estimate for SMSA*)	2,615,000
Average annual percent increase, 1960-1965	3.7
Net increase, 1960-1966	
Number	551,000
Percent	26.7
Components of change, 1960-1966	
Births	356,000
Deaths	109,000
Net migration	304,000

Projections, 1975	3,166,000
Population increase, 1965-1975	758,000
Average annual percent increase, 1965-1975	2.8

Population for central city only	
1960	763,956
Estimated 1965	802,000
Projected 1970	872,000
Projected 1975	949,000

Nonwhite for central city only	Number	Percent of total
1960	418,693	54.8
Estimated 1965	551,200	68.7
Projected 1970	627,100	71.9
Projected 1975	679,700	71.6

POVERTY INDICES (1960 census)

1. **By central city and surrounding area**

	In central city	Outside central city
Number of families	173,695	305,212
Percent in Poverty Areas*	42.8	3.8
Percent below poverty level*	16.7	6.0

2. **By race**

	White families	Nonwhite families
Number	373,409	105,498
Percent in central city	22.1	86.3
Percent in Poverty Area	5.7	61.3
Percent below poverty level	5.3	26.0

Percent of nonwhite occupied rental housing substandard	21
Children in families below poverty level (central city and outside area)	
Under 6 years	51,719
6 to 17 years	63,974

For definitions, see page 20.

WASHINGTON, D. C.

DROPOUTS (1960 census)

Persons 25 years and over	1,105,338
Number not completing high school	446,475
Percent not completing high school	42
Nonwhite 25 years and older	260,533
Number not completing high school	171,032
Percent not completing high school	67

EMPLOYMENT

Employees on nonagricultural payrolls by industrial division, April 1968

Not available

	Number (in thousands)	Percent
Mining		
Contract construction		
Manufacturing		
Transportation and public utilities		
Wholesale and retail trade		
Finance, insurance, and real estate		
Services		
Government		
Total		

UNEMPLOYMENT

Unemployment in Washington, D.C. SMSA as of November 1968

Number	28,500
Rate	2.4

Unemployment in central city, 1967 annual averages

	Total	Nonwhite
Estimated Number	8,000	7,000
Rate	2.1	2.8

WASHINGTON, D. C. SMSA

POPULATION AND EMPLOYMENT PROJECTIONS
(National Planning Association)

	Average annual rate of growth (%)	
	1950-62	1962-75
Employment	2.5	2.1
Population	3.1	1.9
Income	4.6	4.2
Per capita income	1.4	2.3

"Washington, D.C.'s population has grown rapidly in the past, and its growth has been projected to slow down. The slow down is in part attributable to a slow down in growth of Federal activities. However, as compared with other areas, Washington is projected to grow relatively rapidly, gaining support from research and development and services activities." (National Planning Association, Economic and Demographic Projections for 224 Metropolitan Areas - Report No. 67-R-1 p. 51)

Projections for 1975 Employment
(in thousands)

	1962	1975	Average annual rate of change (1962-1975)
Industry			
Agriculture	7.0	4.8	-2.9
Mining	1.3	1.2	-0.6
Construction	71.4	118.6	4.0
Manufacturing	41.7	54.7	2.1
Transportation, communication and public utilities	56.5	62.2	0.7
Trade	187.0	222.2	1.3
Retail	151.8	179.2	1.3
Wholesale	35.2	43.0	1.6
Finance, insurance and real estate	53.9	76.3	2.7
Services	186.4	283.8	3.3
Government	299.2	362.3	1.5
Federal	243.2	235.3	-0.3
State and local	56.0	127.0	6.5
Total civilian employment	904.4	1185.9	1.5
Nonagricultural employment	897.4	1181.1	1.5

WASHINGTON, D. C. PUBLIC SCHOOL
OFFERINGS IN VOCATIONAL EDUCATION
HIGH SCHOOL

High School Programs

Advertising Art

Automobile Body Rebuilding

Automobile Repair and Service

Baking

Barbering

Brick Masonry

Cabinet and Mill Work

Carpentry

Clerk-typist

Cosmetology

Diesel Engine Repair

Drafting

Dressmaking

Dyeing and Cleaning

Electrical Motor and Appliance Repair

Electrical House Wiring

Electronics

Food Trades

Gasoline Powered Equipment

Landscaping

Lithography

Machine Shop

Nursery Assisting

Office Machines Training

Painting and Decorating

Photography

Plumbing

Practical Nursing

Printing (Letter Press/Offset)

Radio & Television Repair

Refrigeration

Retailing

Secretarial Training

Sheet Metal Work

Shoe and Leather Work

Tailoring

Typewriter Repair

Upholstery

Wall Covering

Watch Repair

Welding

BELL VOCATIONAL HIGH SCHOOL

Principal - Mr. Charles H. Baltimore

No. of Teachers - 37

Membership

	Boys	Girls	Total
White	9	___	9
Negro	444	___	444
			453

Plant

School began in the Abbott Building, 6th Street and New York Avenue, N.W., as a vocational school on the elementary level. Moved to the old Central High School Building, 7th and O Streets, N.W., in 1931. Moved to the Powell Building, 3145 Hiatt Place, N.W., in 1951.

Capacity - 494

Program

Day school offers high school diploma plus certificate of completion in a specific occupational area.

Vocational Offerings

Day School

- Auto Body Rebuilding and refinishing
- Auto Repair and Service
- Cabinet and Millwork
- Diesel Engine Repair and Service
- Electrical Motor and Appliance Repair
- Sheet Metal Work
- Upholstering
- Welding
- Electrical House Wiring
- Electronics Technology (Post Graduate Only)
- Machine Shop Practice
- Painting & Decorating
- Plumbing
- Printing (Letter & Offset)
- Wall Covering
- Drafting

Evening School (Membership - 339 Male)

- Air Conditioning and Refrigeration
- Auto Repair and Service
- Carpentry (Apprentice Training)
- Machine Shop Practice
- Operating Engineering (Apprentice Training)
- Ornamental Iron Work (Apprentice Training)
- Printing
- Reinforced Concrete-Steel Construction (Apprentice Training)
- Sheet Metal Work
- Steam Engineering

7

BURDICK VOCATIONAL HIGH SCHOOL

Principal - Mrs. Etta K. Warehime

No. of Teachers - 33

Membership

	Boys	Girls	Total
White		20	20
Negro	3	517	520
			540

Plant

Erected: 1939

Formerly Dennison Vocational High School

Capacity: 416

Program

Offers high school diploma plus certificate of completion in a specific occupational area.

Vocational Offerings

Clerk-typist
Cosmetology
Dressmaking
Adult Dressmaking
Food Trades

Nursery Assistant
Office Machines
Practical Nursing
Retailing
Secretarial Training

CHAMBERLAIN VOCATIONAL HIGH SCHOOL

Principal - Mr. Marvin E. Whitney

No. of Teachers - 37

Membership

	Boys	Girls	Total
White	25	22	47
Negro	247	260	507
			554

Plant

Present plant at 14th and Potomac Avenue, S.E., erected in 1938. Formerly known as Lenox Vocational School and Lenox French Unit, at 5th and G Streets, S.E. Addition to present plant under construction (1967-68)

Capacity - 565

Program

Day school offers high school diploma plus certificate of completion in a specific occupational area.

Vocational Offerings

Day School

Advertising Art
Baking
Clerk-typist
Cosmetology
Drafting
Radio-Television Repair
Secretarial Training
Watch Repair
Electrical Motor and Appliance Repair
Lithography
Office Machine Training
Commercial Photography
Refrigeration
Retailing
Typewriter Repair
Barbering

Evening School (Membership - 148 male, 32 female)

Advertising Art
Barbering
Cosmetology
Watch Repair
Electronics Technology
Photo-lithography
Photography

M. M. WASHINGTON VOCATIONAL HIGH SCHOOL

Principal - Mrs. Clarice E. Bright

No. of Teachers - 45

Membership

	Boys	Girls	Total
White	3	1	4
Negro	11	584	595
			599

Plant

Erected: 1912

Formerly O Street Vocational School; renamed 1926

Capacity: 456

Program

Day school offers high school diploma plus certificate of completion in specific occupational area.

Vocational Offerings

Day School

Clerk-typist
Cosmetology
Dressmaking
Dyeing and Cleaning
Food Trades
Household Operations
Nursery Assistant
Medical Secretary
Retailing
Secretarial Training
Practical Nursing
Tailoring
Vocational Housekeeping

Evening School (Membership - 21 male, 439 female)

Cosmetology
Drapery and Slip Covers
Medical Secretary Training
Nursery Assisting
Nurses' Aides and Orderlies
Practical Nursing

PHELPS VOCATIONAL HIGH SCHOOL

Principal - Mr. John W. Posey

No. of Teachers - 53

Membership

	Boys	Girls	Total
White	2	___	2
Negro	751	___	751
			753

Plant

Formerly located in the Grimke Building, Vermont Avenue between T and U Streets, N.W., 1924-1934. Present plant at 24th Street and Benning Road, N.E., completed in 1934.

Additions: Horticulture Unit - 1966; four relocatable classrooms 1967-68.

Capacity: 599

Program

Day school offers high school diploma plus certificate of completion in a specific occupational area.

Vocational Offerings

Day School

- Auto Body Rebuilding and Refinishing
- Auto Repair and Service
- Barbering
- Brick and Masonry Work
- Drafting
- Carpentry and Millwork
- Electrical House Wiring
- Gasoline Powered Equipment
- Landscaping
- Machine Shop Practice
- Printing (Letterpress and Offset)
- Radio-Television Repair
- Shoe and Leather Work
- Distributive Education
- Tailoring

Evening School (Membership--221 male, 91 female)

- Auto Repair and Service
- Automatic Transmissions
- Barbering
- Blue Print Reading
- Brick Masonry
- Carpentry
- Cement Masonry (Apprentice Training)
- Electricity (Apprentice Training)
- Radio-TV Repair
- Landscaping

WASHINGTON, D. C.
POST-SECONDARY SCHOOL PROGRAMS

Washington Technical Institute, a post-secondary vocational school, offers courses of study in the following areas:

Aeronautical Technology
Airframe Mechanics
Power Plant Mechanics
Architectural Technology
Civil Engineering Technology
Civil Technology: Heavy Construction Option
Highway Option
Municipal and Sanitary Option
Structural Specialization Option
Surveying and Mapping Specialization
Electrical Technology
Mechanical Technology
Mechanical Technology: Welding
Electronics Technology
Machine Tool Technology
Business Related Careers
Accounting
Business Administration
Commercial Art
Data Processing
Clerical Procedures
Key Punch
Printing and Publishing
Secretarial Science
Customer Service Technology
Customer Services: Major Appliances Option
Customer Services: Radio and Television
Customer Services: Refrigeration & Airconditioning
Allied Health Fields
Nursing
Medical Assisting
Public Service Administration
Human Resources Technology
Fire Science
Police Science
Urban Development Technology

WASHINGTON, D. C. PUBLIC SCHOOL OFFERINGS IN VOCATIONAL EDUCATION
(Preparatory and Supplementary for Adults)

Apprenticeship Training Classes

Carpentry
Iron Works (Ornamental)
Operating Engineering
Reinforced Concrete Construction
Electricity
Cement Masons

Business Education

Bookkeeping
General Business
Office Machines
Office Practice
Salesmanship
Stenoscript
Shorthand
Transcription
Typewriting

Trades and Industries

Advertising Art
Air Conditioning and Refrigeration
Automobile Repair
Barbering
Blueprint Reading
Brick and Masonry Work
Cosmetology
Carpentry
Diesel Engine
Drafting
Dry Cleaning and Dyeing
Electricity
Electricity, Household Appliance
Electronics, Basic
Electronics
Industrial Air Conditioning and Refrigeration for Stationary Engineering
Landscaping
Machine Shop Practice
Offset Lithography
Nursery Assisting
Photography
Practical Nursing
Printing
Radio and Television Service
Reweaving
Slip Covers and Drapery Making
Sheet Metal Practice
Small gas Engine Repair
Steam Engineering
Tailoring
Trade Sewing
Typewriter Repair
Upholstery
Washing Machines, Automatic
Watch Repair
Welding

Community Adult Learning Laboratory
(Project CALL)

A pilot project at the Armstrong Adult Education Center is the Community Adult Learning Laboratory, designated Project CALL. The laboratory is open fourteen hours a day from 8:30 A.M. to 10:30 P.M., Monday through Friday, throughout the year.

Project CALL provides literacy training, refresher and tutoring courses in the academic subjects and preparation for the high school equivalency examination. The emphasis in the laboratory is individualized instruction, utilizing programmed and non-programmed instruction and audio-visual devices.

Presently, the staff consists of three full-time teachers and one part-time teacher paid from Adult Basic Education funds. Three other full-time teachers on the staff are members of Project Interchange, a two-year experimental project with the Job Corps, conducted by the National Education Association.

Since the opening of the laboratory in October of 1967, the staff has registered 270 persons, ranging in age from 18 to 54. Through open twelve-month registration, a yearly active enrollment of approximately 600 students is anticipated by 1970.

In the fall of 1968, a similar program of reinforcement based upon programmed materials will be initiated at the Chamberlain Vocational High School. This program primarily will serve youth enrolled in the vocational high school program; however the facilities will be available in the evenings for use by adults.

ARMSTRONG ADULT EDUCATION CENTER

Principal - Mr. Elliott W. Lucas

Membership	Male	Female	Total
Day and Evening programs	674	437	1111
Manpower Development and Training Programs	77	178	255
			1366

Plant

Erected: 1902

Formerly Armstrong High School (discontinued 1946), then Veterans High School Center until February, 1964.

Capacity: 1320

This building houses four types of programs for adults at all times of the day and evening convenient to enrollees.

Vocational Offerings

Automobile Mechanics
Body and Fender Work
Brickmasonry
Barbering
Drafting
Electrical Wiring
Printing
Radio-Television Repair
Tailoring
Typewriter Repair
Washing Machine Repair
Dressmaking
Upholstering

Special classes are also available in Driving.

Academic Subjects and Business Occupations Offerings

English

Advanced Composition
Speech
Journalism
English 3 to 8

Languages

French
Spanish

Mathematics

Algebra, Elementary
Algebra, Intermediate
Geometry, Plane and Solid
Modern Mathematics

Reading Improvement

(Non-Credit) - Grades 9-12

Science

Biology
Chemistry
Physics
Physical Science

Social Studies

American Government
American History
History, Ancient and Medieval
Civics
Geography
Economics
World Problems
World History

Business Education

Bookkeeping 1, 2
Business English
Office Practice
Shorthand
Typewriting
Filing
Business Mathematics
Business Law
Shorthand and Transcription
Electronic Key Punch

Pre-High School Courses

Courses organized in academic subjects below the ninth grade level according to demand.

Manpower Development and Training Courses

An average of 900 trainees are served per year. Three hundred eighty-nine disadvantaged adults and 143 disadvantaged youths completed training during the FY 1967.

A little more than 90% of the MDT trainees have met the requirements for employment in areas where such requirements are specified, such as Civil Service Examinations and State Boards for Practical Nursing.

MDT Programs are offered in cooperation and at the request of the U.S. Employment Service for the District of Columbia. That agency screens and recommends students and is responsible for placement. Funding for the programs are on a 90% (Federal) - 10% (District) basis. The District's share is supplied through matching-in-kind (physical facilities, utilities, custodial services, etc.)

Programs which have been in operation during the past year and continue are:

Clerk-typist
Clerk-stenographer
Clerk-general
Clerk-typist (Refresher)
Electronic Key Punch Operator
Practical Nurse
Dental Assistant
Bricklayer
Electrical Appliance Mechanic
Auto Mechanic Helper
Service and Maintenance
Dry Cleaner
Cook, Hotel-Restaurant

WASHINGTON, D.C.
MANPOWER DEVELOPMENT AND TRAINING PROGRAMS
Fiscal Year 1967
(Exclusive of programs at Armstrong Adult Education Center)

Dental Laboratory Technician National Assoc. of Cert. Dental Lab.	300 Trainees
Clerk, General Public Sch. of the District of Columbia	60 Trainees
Service & Maintenance Worker Public Sch. of the District of Columbia	50 Trainees
Clerk-Typist Public Sch. of the District of Columbia	120 Trainees
Less Than Class Occupations United States Employment Services	10 Trainees
Opportunities Industry Center	1,096 Trainees
Automobile Mechanic, Helper Public Sch. of the District of Columbia	40 Trainees
Nurse, Refresher Hospital Council of the Nat. Cap.	324 Trainees
Computer, Programmer Inst. of Computer Technology	240 Trainees
Bldg. Serv. Empy. Interntl Union	400 Trainees
Various Occupations United Brotherhood of Carpenters	1,500 Trainees
Construction Laborer Laborers International Union of America	1,536 Trainees
Various Occupations Structural Clay Products Institute	245 Trainees
Carpenter National Assoc. of Home Builders	1,000 Trainees
Heavy Duty Mechanic International Union of Operating Engineer	1,290 Trainees
Pilot Individual Referral Project United Business School Association	480 Trainees

On-The-Job-Training

Miscellaneous Occupations Davis Memorial Goodwill Industries	386 Trainees

PROGRAM SUMMARY FOR METROPOLITAN WASHINGTON CAMPS PLAN
PROGRAM PLANS FY 1969
D.C. PUBLIC SCHOOLS

Target	Program Name	Number Served	Group Characteristics	Services Provided
Public School Youth, Male and Female	Vocational Education	3,000	Age: 15-18 Many Disadvantaged From Low-income Families	1. Preparatory Training in specific Occ. 2. High School Diploma 3. Voc. Counseling 4. Job Placement after graduation
Unemployable, Unemployed Male and Female	Pre-High School (1) Regular (2) Adult Basic Education	(1) 126 (2)1,068	(1) Age: 16 and over (2) Age: 18 and over Disadvantaged 98% other than Caucasian; inmates, Hosp. & Corr.	1. Remedial 2. Pre-occupational 3. Educ. Counseling 4. Referral Services 5. Limited Testing 6. Elm. Sch. Dip. (Grade 8)
Underemployed & Unemployed Male & Female	High School (1)Regular (2) Vocational a. Trades b. Business	8,185 1,483 3,929	Age: 16 and over(1) Household heads (2) No husbands, Welfare (3) Recep. Hosp. Corr. (4) Inmates	1. High School Diploma. 2. Preparatory Trng. in Occu. (3) Suppl. Trng. in Occ. (4) Edu. Counseling (5) Limited Job Ref. 6. Voc. Consl. 7. Cert.
Men and Women Unemployed and Underemployed	Special Programs 1. W.T.O.C. 2. H.S. Equivalency 3. Fed. Entr. Exam 4. Civil Defense A.E.	 222 218 246 323	1. Unemp. Household heads 2. Seeking Emply. in Fed. & D.C. Govt. 3. Dis. Wel. Recpt. Inmates 4. *Estimate	1. Cert. of Completion 2. Educ. Counsel. 3. Ref. Serv. 4. Testing (ltd.) 5. Suppl. Trng. 6. Personal & Family Survival

Contact Agency	Referral Agency	Service Agency	Funding Level	Funding Agency
Self		U.S.E.S. and Appren. Council (For job placement)	1,585,000 803,600	D.C. Govt. U.S. Govt.
D.C. Pub. Sch. Office of Adult & Summer School	Any community agency & Self. AFL/CIO, NYC, UPO, Civil Service	U.S.E.S. Pvt. Ind. O.I.C. Pub. Welfare, etc. for placement and related services	(1)26,628 (2)196,191	(1) Reg. Budget (2) E.S.E.A. Reg. Budget
D.C. Pub. Sch. Office of Adult & Summer School	Any community agency and self AFL/CIO, NYC, UPO, Civil Service	U.S.E.S. Pvt. Ind. O.I.C. Pub. Welfare, etc. for placement and related services	(1)114,800 (2) a. 53,142 b. 105,286	Regular Budget
D.C. Public School, Off. of Adult & Summer School	Urban League N.A.A.C.P. U.S.E.S., Civil Service League of Women Voters W.T.O.C., DOD, OIC.	WTOC, Hlth. Couns. placement; legal aid, etc. OJT, Work experience, OIC.	(1)125,116 (2) 9,000 (3) 9,000 (4) 51,250	(1) Pub. Welfare Reimbursable (2) Regular (3) Budget (4) D.O.D.

WASHINGTON, D. C.
Concentrated Employment Programs
Fiscal Year 1967

	Funding
Manpower, Development and Training	$2,826,098
Neighborhood Youth Corps	500,056
New Careers	912,795
Special Impact	988,935
Total	$5,227,884

Refunded FY 1969

Manpower, Development and Training	$2,233,300
Economic Opportunity Act	4,366,700
Total	$6,600,000